

# SPECIAL EDUCATION (SPED)

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## **SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.**

This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

## **SPED 415. Teaching Students with Low Incidence Disabilities. 3 Hours.**

This course will introduce learners to the intellectual functioning and characteristics of students with low incidence disabilities from early childhood through graduation. The course will address assessment of intellectual functioning and adaptive behavior. Learners will apply course concepts to the instruction and care of students with low incidence disabilities. Transition of students from IDEA to other service providers will also be addressed.

## **SPED 416. Behavior Management and Motivation. 3 Hours.**

This course examines different motivational and behavior management theories and strategies. Practical techniques to use with individual students, small groups, and classrooms will be explored.

## **SPED 417. Teaching Students with High-Incidence Disabilities. 3 Hours.**

This course will introduce learners to the intellectual functioning and characteristics of students with high incidence disabilities. The course will cover the assessment of intellectual functioning characteristics of students with high incidence disabilities. Additionally, the student will apply knowledge learned in this class to the instruction of students with high incidence disabilities.

## **SPED 418. Inclusion of Students with High Support Needs in the Content Areas. 3 Hours.**

This course presents research, issues, and trends related to the inclusion of secondary students with high-level support needs into content area classes in a manner that is equity-minded and socially just.

## **SPED 489. Individual Study. 3 Hours.**

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract with the approval of the instructor and dean.

## **SPED 520. Technology for Inclusion. 3 Hours.**

This course focuses on developing students' understanding of learners with special needs and the use of assistive technologies (AT) to meet the needs of such learners in inclusive settings. Students will investigate inclusion, accessible design, and using technology to meet the objectives of Individualized Education Plans of students with disabilities.

## **SPED 525. Special Education Law. 3 Hours.**

This course explores special education legislation (federal and state) influencing the current practices in public and private schools, agencies, communities, and public services relative to individuals with disabilities.

## **SPED 526. The Young Exceptional Child. 3 Hours.**

The American population is increasingly diverse. It is critical that educators, especially early childhood and special educators, study child development from a multicultural perspective. Play is the work of young children, but children of different cultures utilize play in different ways. They also vary in the manner of communication and the manner in which they respond to adults. This course will familiarize students with research based program models and curricula that are appropriate for early childhood special education. Students will describe the characteristics of children in the early years of development who have special needs and explain the classroom adaptations that can be used to support their learning. Students will also describe appropriate social interactions, learning, language, play, and overall behaviors for young exceptional learners through a multicultural perspective.

## **SPED 527. Methods of Teaching Young Learners with Disabilities. 3 Hours.**

In this course students will study research-based behavior management and instructional techniques appropriate for the instruction of early childhood children. Students will design and evaluate curricula using principles of developmentally appropriate practice for infants and children from birth to 5 years, including individualized, child-centered learning that is relationship-based, active, culturally sensitive and inclusive. Students will design effective family involvement and physical, social and instructional environments using universal design including applications of instructional and assistive technology for young children. Additionally, students will distinguish between young children with developmental disabilities and normally developing young children as they visit early childhood classrooms and PPCD classrooms.

## **SPED 540. Introduction to Exceptionalities. 3 Hours.**

This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population.

## **SPED 541. Assessment and Instructional Planning. 3 Hours.**

This course provides the student with experiences to develop competency in informal assessment procedures that address processing and learning. Students link the results of neurodevelopment assessment, curriculum-based assessment, and performance-based assessment to individualized instructional planning.

**SPED 542. Methods for Exceptional Learners I. 3 Hours.**

This course prepares teachers to meet the need of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: methods of instruction for students with moderate to severe disabilities, research-based instructional interventions demonstrated to be effective with this specific population, and strategies to measure, document, and track student performance for the purpose of making evidence-based decisions and planning.

**SPED 543. Methods for Exceptional Learners II. 3 Hours.**

This course prepares teachers to meet the needs of learners with mild to moderate disabilities, ages 3 to 21 years. The course content focuses on: (1) methods of instruction for students with mild to moderate disabilities in inclusive settings; (2) research-based instructional interventions demonstrated to be effective with this specific population, and (3) strategies to measure, document, and track student performance for the purposes of making evidence-based decisions and planning.

**SPED 545. Transition. 3 Hours.**

The transition from one setting to another is often stressful for parents of students with disabilities and their child/children. Many times, parents are in denial that their child has a disability. This course provides teachers working with this population skills that can make the movement from one setting to another easier. There is a plethora of assistive technology, both high and low, available for students of all ages. In addition, assistive technology that is available to individuals with disabilities will be examined.

**SPED 547. Cognitive Assessment. 3 Hours.**

This course provides the students with experiences to develop competent skills in individual cognitive assessment for children, adolescents, and adults. Specific emphasis is on the administration and interpretation of formal standardized instruments.

**SPED 548. Instructional Planning for Diagnosticians. 3 Hours.**

This course provides the students with experiences needed to develop legal and educationally beneficial Individual Education Programs (IEPs). Students use assessment results to write Individualized Educational Plan goals, and investigate collaborative planning key stakeholders.

**SPED 549. Achievement Assessment. 3 Hours.**

This course emphasizes the administration of formal standardized instruments, and the use of results for instructional planning.

**SPED 566. Behavior Management and Motivation. 3 Hours.**

This course examines motivational and behavior management theories and strategies. The use of functional behavioral assessment, as well as its application to intervention planning, is emphasized along with current research, issues, and trends.

**SPED 585. Practicum for Educational Diagnosticians. 1-3 Hours.**

This course provides a platform for students in the Educational Diagnostician program to actively "shadow" a practicing diagnostician while they complete their professional activities in public school in meeting time management, assessment, collaboration, legal and ethical requirements of their position. Additionally, students will demonstrate competency in administering individual cognitive assessments using the Wechsler Intelligence Tests and Woodcock-Johnson Cognitive Assessment Battery for purposes of eligibility determination, diagnosis, and individualized instructional planning.

**SPED 589. Individual Study. 1-3 Hours.**

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract with approval of the instructor and dean.

**SPED 597. Special Topic. 1-3 Hours.**

Instructors will provide an organized class designed to cover areas of a specific topic. Students may repeat the course when topics vary.