

## **Special Education Courses (SPED)**

**SPED 505 Introduction to Special Education (3)** Provides an overview of the educational, psychological and social needs of learners with disabilities and gifted/talented students; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with a variety of special learning needs; this course may be applied to the prerequisite course requirement in the MSSED Special Education program. Offered summer, fall and spring.

**SPED 595S Special Topics (1-6)** Workshops, seminars and /or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs.

**SPED 601 Characteristics of Learners with Mild/Moderate Disabilities (6)** Considers the characteristics of learners with mild/moderate disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorders, mental retardation and emotional behavioral disorders; identifies the commonalities and differences among these disabilities; addresses the philosophy of service to such learners. Offered fall.

**SPED 607 Educational Research: Critical Issues in Special Education (3)** This course will examine foundational research principles and classic and contemporary issues in special education. The principles and methods of qualitative and quantitative empirical research will be coordinated with an active investigation of research studies focused on special educational issues. Prerequisites: an introductory course in special education or permission of instructor. Offered spring.

**SPED 609 Field Experience I (1)** This experience will provide preservice special education teachers the opportunity to observe, participate, and reflect upon procedures and activities in special education programs in the public schools. Observation of classroom organization, models of service delivery, student strengths and weaknesses, instructional techniques, and behavior management strategies will be conducted. A philosophy of service to students with disabilities will be developed. Offered fall.

**SPED 612 Technology in Special Education (3)** This is a survey of the varied applications of recent technology, focusing on computer-based technology, in the field of special education. Students will work with hardware and software that allow the integration of children with special learning needs into the regular educational program. In addition, they will gain a broad understanding of the variety of technologies designed to meet the special needs of individuals with disabilities. Prerequisite: SPED 505 or equivalent course. Offered fall and spring.

**SPED 637 Diagnosis and Assessment of Educational Disabilities (3)** Provides information regarding techniques for the assessment of special learning needs for individual learners; provides instruction and practice in observation, recording, charting, and curriculum-based assessment; includes experience in selecting, administering, scoring, and interpreting standardized tests; discusses use of formal and informal assessment data in preparing and monitoring Individualized Education Programs; addresses current issues and philosophy of assessment. Prerequisite or corequisite: SPED 601. Offered fall and spring.

**SPED 640 Behavior Management for the Special Educator (3)** Considers and provides practice in a range of techniques to achieve behavioral, social, and academic changes among students with disabilities; includes discussion of a range of techniques, including applied behavioral analysis, cognitive behavior modification and social skills training; investigates ways to facilitate behavioral changes in a variety of environments; considers the philosophical implications

of various approaches in management of behavior. Prerequisite or corequisite: SPED 601. Offered fall.

**SPED 642 Communication and Early Literacy in Young Children with Disabilities (3)** This course considers communication and emergent literacy skills in children (birth to Grade 2) from a developmental perspective; addresses the role of parents as the child's first language teachers; develops skills for diagnosing and remediating delays in language acquisition in young children with a variety of disabilities. Offered spring.

**SPED 646 Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities (3)** Discusses selection, development and implementation of appropriate teaching strategies for use with elementary students with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Programs. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, SPED 637. Offered spring.

**SPED 647 Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities (3)** Discusses selection, development and implementation of appropriate teaching strategies for use with secondary students with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Program; discusses life skills curricula and vocational education, as well as transition from school to community. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, SPED 637. Offered spring.

**SPED 648 Strategies for Early Childhood Special Education (3)** Identifies the learning and behavioral needs of pre-school children with disabilities; considers the philosophical issues involved in providing services in the least restrictive environment; develops competencies in working with multidisciplinary teams to develop Individual Family Service Plans; discusses the selection, development, and implementation of teaching strategies for use with pre-school children with disabilities; discusses procedures for monitoring student progress and communicating that progress to parents. Prerequisites: SPED 601, SPED 637. Offered spring.

**SPED 649 Field Experience II (1)** This course will provide pre-service special education teachers the opportunity to acquire experience in planning and conducting instruction with various groups of students with diverse learning needs to meet their academic and/or social needs. This experience will also include design and use of assessment techniques for evaluating student progress. Prerequisites: SPED 601, SPED 637. Offered spring.

**SPED 650 Collaborative Consultation with Professionals and Parents (3)** Explore and develop competencies needed to work in cooperation with other special educators, general educators and parents, as well as support personnel, with the goal of effectively maintaining learners with mild/moderate disabilities in general classroom settings; includes the skills of communication, consultation, conflict resolution, sharing of assessment results, conduct of conferences and processes for collaborative development of Individualized Education Programs. Prerequisites: SPED 601, SPED 637. Offered summer and fall.

**SPED 669 Practicum (3-6)** Provides experience in the application of techniques for evaluation and instructional programming for learners with mild/moderate learning and behavioral disabilities; work with students shall include educational assessment, implementation of Individualized Education Programs, and planning for instructional

activities designed to meet identified student needs. Prerequisites: Completion of all course requirements for the MSED Special Education. Offered summer (for 6 credits only), fall and spring.

**SPED 670 Culminating Experience (1)** This culminating activity includes the compilation of a portfolio including samples of work completed during the program. This process is designed to allow students and instructors to reflect on the experiences in the program and their growth as a result of their experiences. Students receive specific instructions on the assembly of the portfolio during their first semester. Offered summer, fall and spring.

**SPED 695S Special Topics (1-6)** Workshops, seminars and /or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs. Offered summer, fall and spring.