

SPED Special Education

SPED 3003 Devel Lang & Commun Skills

3 Credit Hours. 3 Lecture Hours. 2 Lab Hours.

Teaches a variety of strategies for developing and facilitating language and communication skills in terms of appropriate use of phonology, morphology, semantics, syntax, and pragmatics. Covers cultural and dialectical aspects of language. Includes practicum.

SPED 3130 Characteristics of Learners with Disabilities

3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

This course provides a review of the etiology, diagnosis, characteristics, and philosophical and educational implications of the full range of students with special needs who demonstrate a need for additional educational services in order to achieve full potential. Considerable emphasis will be placed on the delivery of educational services and social issues related to Mild Disabilities. Together with the listed co-requisites, this course is designed to meet the requirements of House Bill 671. Prerequisite(s): Admission to Teacher Education Program.

Corequisite(s): SPED 3131, SPED 3134.

SPED 3131 Assessment in Special Education

3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

This course is designed to provide an overview of a variety of assessment techniques, including observations, teacher-made test, criterion referenced assessments, and standardized evaluation tools for use in identifying and developing programs for individuals with special learning needs. Special emphasis will be placed on interpreting assessment results for instructional planning. Prerequisite(s): Admission to Teacher Education Program.

Corequisite(s): SPED 3134.

SPED 3133 Methodologies of Inclusive P-5 Settings

3 Credit Hours. 3 Lecture Hours. 2 Lab Hours.

This course is designed to examine: (a) research-based methods for curriculum and instruction in an inclusive classroom, (b) differentiated instruction, (c) instructional curricular adaptations, and (d) collaboration for individuals with age-level learning abilities as well as those individuals with mild disabilities, preschool through grade 5. This course includes a field component.

Corequisite(s): SPED 3131, SPED 3134, SPED 3331.

SPED 3134 Special Education Procedures

3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

Designed to provide knowledge about litigation and legislation affecting Special Education and the procedures associated with pre-referral, assessment, placement, and instruction of children with special needs. The development of eligibility reports, Individual Education Plans, and Transition Plans are included in course content. Prerequisite(s): Admission to Teacher Education Program. Corequisite(s): SPED 3131.

SPED 3231 Classroom Management

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to initiate the preservice teacher in the basic procedures for classroom management with an emphasis on developing teacher candidates' abilities to meet the needs of a diverse population, including English Language Learners and students with disabilities in the P-5 and/or 6-12 classroom. Emphasis is placed on the understanding and development of skills in the following areas: Positive Behavior Intervention and Supports (PBIS), data-based behavioral management, including several theoretical paradigms and research-based effective instructional management. Prerequisite(s): A minimum grade of "C" in SPED 4733. Corequisite(s): SPED 4734.

SPED 3331 Introduction to Special Education for Elementary Education

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to examine: (a) the characteristics of students with disabilities, (b) the educational and legal implications for working with students with disabilities and other special learning needs, (c) collaborating with other professionals to meet the needs of all students, (d) strategies for successful inclusion, and (e) instructional and curricular adaptations. Prerequisite(s): Admission to Teacher Education Program and a minimum grade of "C" and prior or concurrent enrollment in ELEM 3131.

SPED 3332 Introduction to SPED in Middle and Secondary Grades

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to examine the etiology, diagnosis, characteristics, effective teaching strategies, and philosophical, educational, and legal implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. Prerequisite(s): Admission to Teacher Education Program and a minimum grade of "C" and prior or concurrent enrollment in MGED 3731.

SPED 3333 Introduction to Special Education

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to examine the etiology, diagnosis, characteristics, effective teaching strategies, and philosophical, educational, and legal implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. Prerequisite(s): Admission to Teacher Education Program.

SPED 3631 Inclusive Practices

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to focus on best practices for educating P-12 students with diverse learning needs in the general education classroom. Candidates will investigate significant legal and historical considerations related to inclusion, pedagogical and curricular issues, collaboration, best instructional practices, and current trends. This course includes a field component. Corequisite(s): SPED 3231, SPED 4733, SPED 4734.

SPED 4090 Special Education Special Topics

3-12 Credit Hours. 3-12 Lecture Hours. 0 Lab Hours.

Designed to provide additional specialized field-based experience or remedial coursework as needed to meet the needs of preservice teachers. Attention will be focused on providing opportunities for strengthening skills necessary to special education teachers. Prerequisite(s): Approval of advisor, instructor, and department chair.

SPED 4230 Instructional and Behavior Management Methods, P-5

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with mild disabilities, preschool through grade 5. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction in both general and special education classrooms. The course is part of the Special Education Block experience and includes a field component.

Corequisite(s): SPED 4733.

SPED 4231 Instructional and Behavior Management Methods, 6-12

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with mild disabilities, grades 6 through 12. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction in both regular and special education classrooms. Instruction in methods for transitioning is one of the primary foci of this course. The course is part of the Special Education Block experience.

Prerequisite(s): A minimum grade of "C" in SPED 4230 and SPED 4733.

Corequisite(s): SPED 3231, SPED 4734.

SPED 4430 Family, Community and Professional Collaboration
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This seminar is designed to provide preservice teachers with knowledge of effective communication skills and to present models of consultation and collaboration for use in family, community, and professional relationships. The models are applied to working with families, teachers and other community professionals involved in the provision of services to students with disabilities. Corequisite(s): SPED 5799.

SPED 4632 Special Education Student Teaching Seminar
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

In the Special Education Student Teaching Seminar course, students will analyze issues related to diverse school populations, classroom/behavior management, technology integration, and school law. Special emphasis will be placed on instructional settings, strategies, and services for diverse populations and school law in the public schools.

Prerequisite(s): A minimum grade of "C" in SPED 3231 and SPED 4231 and SPED 4734.

Corequisite(s): SPED 5799.

SPED 4733 SPED P-5 Practicum

3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

This practicum course will provide an opportunity for preservice candidates to work within diverse P-5 classrooms to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being "at-risk" learners. The course is part of the Special Education Block experience.

Prerequisite(s): A minimum grade of "C" in READ 4131.

Corequisite(s): SPED 4230.

SPED 4734 SPED 6-12 Practicum

3 Credit Hours. 0 Lecture Hours. 20 Lab Hours.

This practicum course will provide an opportunity for preservice candidates to work within diverse classrooms, grades 6 through 12, to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being "at-risk" learners. The course is part of the Special Education Block experience. Prerequisite(s): A minimum grade of "C" in SPED 3722 and READ 4131.

Corequisite(s): SPED 3231, SPED 4231.

SPED 4740 Internship I

3 Credit Hours. 1 Lecture Hour. 1-12 Lab Hours.

Directed field experience with students with disabilities.

Prerequisite(s): MATH 2200 or MATH 1401.

SPED 5030 Infants, Toddlers with Disabilities Methods

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide the teacher candidate with the knowledge, skills, and dispositions necessary to be effective professionals in providing inclusive, culturally competent and family directed early intervention (EI) services for families, infants, and toddlers with disabilities and those at-risk for developmental delays. Course content will focus on curricular approaches in EI, specific intervention strategies, individual family service plan (IFSP) development, and curriculum planning issues. In addition, assistive technology will be included in the scope of intervention strategies and supports. Course requirements include 45 hours of field experience.

Prerequisite(s): A minimum grade of "C" in SPED 3331 and CHFD 3131.

SPED 5031 PreK and Kindergarteners with Disabilities Methods

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide teacher candidates with the practical skills and techniques for working with preschool children with disabilities and their families with respect to cultural and linguistic differences in a variety of settings. Content includes curriculum models, intervention strategies, service delivery models, technology applications and design of family-directed, culturally sensitive individual education plans (IEP). Course requirements include 45 hours of field experience.

Prerequisite(s): A minimum grade of "C" in SPED 3331 and CHFD 3131.

SPED 5799 Student Teaching in Special Education
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Student teaching is a period of guided teaching practice. Under the direction of a clinical supervisor, candidates gradually assume increasing responsibility for classroom instruction and management. During this experience, candidates are expected to engage directly in many of the activities which constitute the wide range of a teacher's responsibility.

Corequisite(s): SPED 4632.

Cross Listing(s): SPED 5799G.

SPED 6130 Introduction to Special Education

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Designed to examine the etiology, incidence, diagnosis, characteristics and philosophical and educational implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. It is a prerequisite to Master's level coursework in Special Education and meets the educational requirements mandated by H.B. 671.

SPED 6230 Assessment and Procedures in Special Education

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide graduate students with prerequisite skills in procedures, and assessment in Special Education. More specifically, this course provides a review of a variety of assessment techniques, including observations, teacher-made tests, criterion referenced assessments, curriculum-based assessment, and standardized evaluation tools for program planning purposes for individuals with special learning needs. In addition, this course provides knowledge about legislative requirements and the procedures associated with assessment, placement, and instruction of students with disabilities. Prerequisite(s): A minimum grade of "C" in SPED 6130.

SPED 6231 Special Education Laws and Procedures

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides knowledge about legislative requirements and the procedures associated with assessment, placement, and instruction of children with special needs. Individual Education Plans, eligibility reports, and transition plans are designed within the current legal and legislative context of special education. Prerequisite(s): A minimum grade of "C" in SPED 6130.

SPED 6330 Classroom Management

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide graduate students with prerequisite skills in classroom management and procedures. More specifically, this course provides an overview of basic procedures for instructional and behavior management of students with disabilities. In addition, this course provides knowledge about legislative requirements and the procedures associated with instructional and behavioral management. Also included in this course is a review of a variety of assessment techniques including observation, interviews, and other informal assessment techniques for use with individuals with disabilities. Prerequisite(s): A minimum grade of "C" in SPED 6130.

SPED 6766 Student Teaching: SPED

6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Student teaching is a period of guided teaching practice. Under the direction of a clinical supervisor, candidates gradually assume increasing responsibility for classroom instruction and management. During this experience, candidates are expected to engage directly in many of the activities which constitute the wide range of a teacher's responsibility.

Prerequisite(s): SPED 7632.

SPED 7090 Selected Topics in Special Education

1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

Designed to promote specialized training in new and/or emerging topics related to the preparation of practitioners in the field of special education. Attention will be given to a range of special needs as they reach special significance in local systems. Prerequisite(s): Permission of instructor.

SPED 7133 Collaboration Across the Life Span**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An in-depth examination of the issues confronted by individuals with disabilities and their families across the life span is provided. The consultative and collaborative skills necessary to work with students with disabilities, parents, student services personnel, and community agencies across the life span are taught. Emphasis is placed on planning and implementing transitions at all stages.

SPED 7136 Language Development**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Provides a review of the types and causes of language problems found in exceptional child populations. Provides instruction and demonstration in diagnostic and developmental/remedial techniques in the area of speech/language.

SPED 7448 Augmentative and Alternative Communication for Students with Multiple/Severe Disabilities**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The study of devices and systems used to meet the communication needs of students with multiple and severe disabilities.

SPED 7630 Seminar in Special Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Requires students to address a series of topics central to current research and practice in Special education as they relate to a specific area of disability. Students will be required to prepare for and lead class discussion on a topic of their choice.

Prerequisite(s): Completion of 30 hours in MED program.

SPED 7631 Perspectives on Mild Disabilities**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to provide graduate students with a review of the characteristics of students with mild disabilities and the implications for their education and development. In addition, graduate students will reflect on the inter- and intra- individual differences which define the uniqueness of students with mild disabilities. Course content will integrate legal and social issues related to the instruction of students with mild disabilities.

SPED 7632 Methods for Mild Disabilities**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to provide graduate students with skills in social and learning methods for students with mild disabilities. More specifically, this course provides an overview of basic methodology for academic and social instruction for students with disabilities. In addition, this course provides knowledge about the identification and implementation of a variety of teaching methodologies appropriate for learners with mild disabilities. **Prerequisite(s):** A minimum grade of "C" in SPED 7631.

SPED 7633 Introduction to Augmentative Language**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is an introduction to Augmentative Language and is designed to develop conversational signing skills at the beginning level. Candidates will develop expressive and receptive sign skills, and learn the manual alphabet, numbers, and sign vocabulary. Other topics include grammar, history, fingerspelling, terminology, and Deaf culture.

SPED 7634 Characteristics and Assessment of Low Incidence Populations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to provide the graduate candidate with an introduction to the characteristics and assessment of students with moderate to severe disabilities in low incidence categories including mental retardation, sensory impairments, physical disabilities, multiple disabilities, chronic health impairments, autism, and traumatic brain injury. Historical and philosophical perspectives of programs related to students with moderate to severe disabilities using a life-span approach will be explored. Positive behavioral support strategies will be introduced. Developmentally appropriate formal and informal assessment will be addressed. In addition, this course will include reflection on multicultural, diversity, technology, employment and community living issues facing this population of individuals with disabilities.

SPED 7635 Methods for Low Incidence Populations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to provide students with practical techniques of structuring group and individualized instruction in all curriculum areas for individuals with moderate to severe disabilities. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction, with special emphasis on application of the diagnostic-prescriptive process.

Prerequisite(s): A minimum grade of "C" in SPED 7634.

SPED 7736 Internship in SPED General Curriculum**3 Credit Hours. 0 Lecture Hours. 10 Lab Hours.**

This field-based internship involves the implementation of prescriptive methods for teaching students with disabilities at the mild level working on the general curriculum. Interns must complete 150 contact hours in a P-12 classroom serving students with the categorical focus identified in the student's program of study.

Corequisite(s): SPED 7632.

SPED 7766 Internship in Special Education**6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This field-based internship involves the implementation of prescriptive methods for teaching students with mild disabilities. Interns must complete contact hours in a P-12 classroom serving students with mild disabilities.

Prerequisite(s): A minimum grade of "B" in SPED 7632 and SPED 7635.

SPED 8130 Administration in Special Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Designed to develop the skills necessary to organize, house, equip, staff, supervise, and provide specialized educational environments and services for children with disabilities.

SPED 8131 Critical Issues in Special Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students will identify and address a series of critical issues in special education from the standpoint of how such issues impact on the practice of education in their classroom, school, and system. Historical and current research will be reviewed as they relate to identified issues. Discussions of methods for addressing such issues within the context of the public schools will be a major focus of the course.

SPED 8410 Career Development and Transition Planning**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will focus on understanding legal and procedural issues in interventions at the systems level of transition, including the following: identification of exemplary transition practices, issues in transition policies, dropout prevention issues, the vocational service system, ecological transition models, inclusive transition models of transition, self-determination and family involvement models, and continuous evaluation and improvement of transition services.

SPED 8411 Vocational Assessment of Special Education Students**3 Credit Hours. 3 Lecture Hours. 1-35 Lab Hours.**

Provides students with the knowledge and skills to select, administer, and interpret instruments which sample vocational interests, aptitudes, and development. Emphasis is placed on the evaluation of students with disabilities and others at-risk of school failure. Field-based experience required.

SPED 8412 Interagency Planning and Service for Transition to Adulthood**3 Credit Hours. 3 Lecture Hours. 1-35 Lab Hours.**

Emphasis is placed on theory and practice related to interagency collaboration, systems change efforts in transition services, and state-of-art practices regarding supporting individuals with disabilities in community employment, living, socialization, community participation, and other areas of adult life. Covers specific federal and state mandates concerning transition planning and collaboration with agencies in the community for assisting students as they move through the P-12 educational experience and on to post-secondary education and/or training.

Prerequisite(s): A minimum grade of "B" in SPED 8410 and SPED 8411.

SPED 8413 Community Based Instruction

3 Credit Hours. 3 Lecture Hours. 1-35 Lab Hours.

The course explores the use of appropriate community environments, methods for linking community based instruction, and methodology for preparing students with multiple and severe disabilities for adulthood. Emphasis is placed upon theory and practice related to career development, job development, facilitating natural supports on the job, job partnerships, and school and community vocational training models.

Prerequisite(s): A minimum grade of "B" in SPED 8410 and SPED 8411.

SPED 8531 Nature and Needs of Students with Autism

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide graduate students with an examination of the psychological, communicative, social, and behavioral characteristics of individuals who have been diagnosed with autism. Focus on history, trends and practices, identification, and services will also be included.

SPED 8532 Implementing Evidence Based Practices in Teaching Students with Autism Spectrum Disorder

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide graduate students with methods and strategies for planning and instructing utilizing evidence-based practices for students with autism spectrum disorders (ASD). More specifically, this course provides an overview of basic methodology for specialized instruction with an emphasis on using applied behavior analysis to teach academic, functional life skills, adaptive behavior, communication, and social skills for students with ASD. In addition, this course will include functional behavior assessment and positive behavior support as foundations for implementing appropriate behavioral interventions.

SPED 8533 Assessment and Procedures for Students with Autism Spectrum Disorder

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide graduate students with assessment and instructional procedures for working with individuals with autism spectrum disorder. Screening, diagnostic tools, educational assessments, ongoing progress monitoring, and program evaluation will be reviewed. The role of family in regards to the assessment process will also be discussed. In addition, transition planning will be highlighted. Field experience is embedded into the course through observation and assessment of individuals with ASD and interviews with family members.

SPED 8838 Qualitative/Applied Behavioral Analysis Research

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Designed to provide an in-depth study of the methodology involved in qualitative and ABA research. Provides students with a foundation of skills which will allow them to conduct research independently. In addition, a major goal of this course is to facilitate the development of critical thinking skills which will enable students to make reflective decisions within their professional domain.

Prerequisite(s): A minimum grade of "C" in EDUR 8131.

SPED 8890 Directed Individual Study

1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

The student will propose and carry out an applied or theoretical project in Special Education.

Prerequisite(s): Permission of program faculty.