SPED Special Education

SPED 3130  Characteristics of Learners with Special Needs  
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 3711.  

SPED 3131  Assessment in Special Education  
3 Credit Hours.  2 Lecture Hours.  2 Lab Hours.  
This course is designed to provide a 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 instructional and behavior management of students with disabilities. Emphasis is placed on the understanding and development of skills in the following areas: data-based behavioral management, including several theoretical paradigms; research-based effective instructional management; and applied behavior analysis techniques. This course includes a field component.  
Prerequisite(s): Admission to Teacher Education Program.  
Corequisite(s): SPED 4734.  

SPED 3331  Introduction to Special Education for Early Childhood 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 ECED 3131.  

SPED 3332  Introduction to Special Education in the Middle 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.  
Prerequisite(s): A minimum grade of "C" in SPED 3722.  
Corequisite(s): SPED 3231, SPED 4733, SPED 4734.  

SPED 3711  Special Education Practicum I  
1 Credit Hour.  0 Lecture Hours.  3 Lab Hours.  
This practicum course is designed to provide an opportunity for students to work within the classroom to practice skills taught in corequisite courses addressing characteristics, assessment, and curricular choices for individuals with special needs.  
Prerequisite(s): Admission to Teacher Education Program.  
Corequisite(s): SPED 3130, SPED 3131, SPED 3134.  

SPED 3722  Special Education Practicum II  
2 Credit Hours.  0 Lecture Hours.  5 Lab Hours.  
This practicum course is designed to provide an opportunity for preservice teacher candidates to work within P-12 classrooms to conduct formal observations of the classroom and specific students within that context. In addition, the preservice teacher candidates are required to design a unit of instruction appropriate to the students within the two assigned classrooms to be graded in the appropriate SPED Methods course. A significant amount of tutoring in small groups is included.  
Prerequisite(s): Admission to Teacher Education Program.  
Corequisite(s): SPED 3130, SPED 3131.  

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.  
Prerequisite(s): Admission to Teacher Education Program.  
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 4734.
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 all of the following: SPED 3231, SPED 4231, SPED 4734.
Corequisite(s): SPED 5799.

SPED 4733 SPED P-5 Practicum
3 Credit Hours. 3 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 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.