

# SPECIAL EDUCATION (SPED)

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## **SPED 2301. Introduction to Exceptionality. 3 Hours.**

Issues and trends in special education are examined. An overview of the characteristics of persons with disabilities is also presented. This course consists of essential issues and theories relating to special education. Special emphasis is placed upon multi-cultural and legal issues in the field of special education.

## **SPED 3301. Learn and Instruc Child W/Disa. 3 Hours.**

This course provides pre-service teachers with instructional strategies for working with students who are at risk or identified with a disability. Pre-service teachers will demonstrate their knowledge of best practices by analyzing and critiquing various texts (including multimedia) and creating appropriate learning tasks for students at risk or with disabilities. The course will also provide opportunities for pre-service teachers to generate modifications or accommodations to curriculum and instruction to meet the individual needs of learners.

## **SPED 3302. Emotional/Behavioral Disorders. 3 Hours.**

This course provides a study of the defining characteristics, systems of assessment and classification, theories of causality, and interventions for students with Emotional and Behavioral Disorders.

**Prerequisite:** Sophomore, junior or senior classification and SPED 2301.

## **SPED 3303. Supporting Social Success. 3 Hours.**

This course addresses a variety of instructional techniques that can be utilized to change, maintain, increase, or decrease individual and group behaviors. Proactive behavioral intervention techniques from a variety of theoretical models are examined. Behavioral change strategies emphasize functional assessment principles, positive behavioral supports, and self-management. The basic principles, tools, and techniques of communicating with parents of children with disabilities and implementing parent education programs also are addressed.

**Prerequisite:** SPED 2301.

## **SPED 3304. Stdy Lrng/Lrng Disabilities. 3 Hours.**

Learning disabilities are examined with a focus on history, definition, causation, teaching methods and inclusive practices. Emphasis is placed on the appropriate selection of assessment and teaching strategies, lesson planning, and use of technology for students with special needs.

**Prerequisite:** SPED 2301.

## **SPED 3305. Assessment Practices in SPED. 3 Hours.**

An overview of formal and informal assessment for special education is provided. This course includes basic concepts of measurement, assessment of academic achievement, screening tools, diagnostic testing, review of individual and group intelligence tests, perceptual skills, sensory acuity and adaptive behavior.

**Prerequisite:** SPED 2301.

## **SPED 3306. Behavioral Principles. 3 Hours.**

This course examines basic behavioral principles including reinforcement, punishment, stimulus control, and measurement of behavior. Specific procedures are presented for establishing new behavior, increasing desirable behavior, and decreasing undesirable behavior for individuals with disabilities. Ethical considerations also are addressed.

## **SPED 3307. Behavrl Assmt,Intventn & Eval. 3 Hours.**

This course provides the interventionist with the techniques for designing, implementing, and evaluating behavioral interventions appropriate for individuals with Autism and related disabilities. Ethics of behavioral interventions will also be discussed.

**Prerequisite:** SPED 3306.

## **SPED 3308. Behvr Intrventn & Resrch Methd. 3 Hours.**

All of the elements of single-subject research design are examined, providing practical information for assessing, designing, implementing, and evaluating behavior analytic techniques and curriculum for educating children with autism and related disorders. Ethics for practicing Behavior Analysts will also be examined.

**Prerequisite:** SPED 3306.

## **SPED 3309. Ethics in Behavior Analysis. 3 Hours.**

Students are introduced to ethics, standards and guidelines in the area of applied behavior analysis. Ethical standards and guidelines of professional organizations are presented along with an analysis of how they affect service delivery. Students are provided with an overview of various strategies for personnel supervision and management.

**Prerequisite:** SPED 3306.

## **SPED 3310. Advanced Behavior Analysis. 3 Hours.**

Students are introduced to the advanced study of human behavior from a behavior-analytic perspective. Emphasis is placed on theory, knowledge of current issues, and techniques for evaluating and teaching verbal behavior to individuals with autism or related disorders. Prerequisite:

**Prerequisite:** SPED 3306,3307,3308.

## **SPED 3312. Family & Dvrsty Issues in SPED. 3 Hours.**

In this course, candidates learn about variations in family structure and the functions that contribute to diversity issues in special education. Students analyze and discuss various perspectives related to challenges and strengths of families of students with exceptionalities.

**Prerequisite:** SPED 2301.

**SPED 4088. Special Topics in Special Ed. 3 Hours.**

**SPED 4089. Independent Study in Special Education. 1-3 Hours.**

Designed to permit individual students to study specific areas of interest and need.

**Prerequisite:** Approval of Department Chair.

**SPED 4301. Stdy-Cognitive/Low Incidnc Dis. 3 Hours.**

This course includes a study of the characteristics and needs of students with intellectual disabilities. Topics include appropriate curriculum methods and instructional needs for all ages, life span issues, vocational, and transition issues. Twenty (20) hours of field placement required. This course must be taken concurrently with SPED 4302.

**Prerequisite:** SPED 2301, SPED 3302, SPED 3303 and SPED 3304.

**SPED 4302. Collabrtv Partnr Across Lifesp. 3 Hours.**

This course is designed to equip the prospective teacher with the collaborative skills needed in inclusive school and community environments. Areas that are emphasized include adaptations for instruction, transition planning, vocational/career education, and assistive technology. Twenty (20) hours of field placement required. This course must be taken concurrently with SPED 4301.

**Prerequisite:** SPED 2301, SPED 3302, SPED 3303 and SPED 3304.

**SPED 4304. Transition Planning in SPED. 3 Hours.**

In this course, students examine the intersection between ethics, collaboration, and transition planning for students with exceptionalities. Special emphasis is placed on creating a transition plan for adolescents with exceptionalities as they move from school to post-school activities. Fifteen hours of field experience in settings that serve individuals with severe and profound disabilities is required as part of this course.

**Prerequisite:** 60 hours of course credit and SPED 2301, SPED 3303, SPED 3312, and SPED 4314.

**SPED 4305. Student Teaching In Spec Ed. 3 Hours.**

(SH Prior Course ID: SPD 484); The candidate is assigned a student teaching placement in a special education classroom for a period of 7 weeks. This time is divided among classroom assistance, instructional planning, classroom and individual instruction, and conference activities. The candidate will create a Teacher Work Sample during this placement, a project demonstrating master of the components of effective instruction and student learning. Successful completion of the Teacher Work Sample is required for program completion.

**Prerequisite:** Senior status and admission to student teaching.

**SPED 4311. Content Learning in SPED. 3 Hours.**

In this course, candidates focus on learning characteristics and teaching methods in academic content areas for students with exceptionalities.

Emphasis is placed on the selection and implementation of assessment, instructional strategies, lesson planning, and inclusive practices for students with high incidence disabilities. Fifteen hours of field experience is required as part of this course.

**Prerequisite:** 60 hours of course credit and SPED 2301, SPED 3303, SPED 3312, and SPED 4314.

**SPED 4314. Literacy-Students with Exceptionalities. 3 Hours.**

Candidates focus on methods of assessment and instruction related to teaching multiliteracies to students with exceptionalities. Students in this course gain competency in using formative assessments to identify students with severe and persistent literacy difficulties, and gain expertise in and knowledge of teaching approaches and curricula for improving childrens' literacy. Ten hours of field experience is required as part of this course.

**Prerequisite:** SPED 2301.