

# SPECIAL EDUCATION (SPED)

## **SPED 500 INDEPENDENT STUDY OR RESEARCH1-3 Credits**

Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.

**Add Consent:** Instructor Consent

**Requirements:** Permission of instructor and academic dean required.

## **SPED 516 CLINICAL EXPERIENCE IN APPRAISAL OF EXCEPTIONAL CHILDREN3 Credits**

Class and field experiences to observe clinicians using assessment instruments and equipment with students in screening and assessment of academic achievement, development, assistive technology, and rehabilitation.

## **SPED 531 PROGRAM DEVELOPMENT, IMPLEMENTATION, AND MANAGEMENT3 Credits**

Development, implementation, and management of special education programs, which include individual education plans (IEP), individual family service (IFSP), and transition plans. This course will include (a) a background of laws leading up to IDEA, (b) working knowledge of IDEA and related amendments, (c) hands-on experience in the formulation and development of IEP's, IFSP's, transition plans, and (d) techniques/strategies in adapting curriculum for students with special needs.

**Dual-listed:** SPED 433

## **SPED 532 SURVEY OF SPECIAL EDUCATION3 Credits**

This course provides an overview of special education, focusing on laws (such as IDEA) and the provision of services. It explores the characteristics of children with disabilities and their exceptional educational needs as well as various alternatives for providing the least restrictive environment. Students will gain knowledge of referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process. In addition, students will explore current, future, and critical issues in the field of special education, specific learning differences, student development, learning environments, and collaboration.

## **SPED 535 ASSESSING INDIVIDUALS WITH MILD/MODERATE DISABILITIES3 Credits**

Assessment procedures and practices used to obtain information about the learning and development of students with mild/moderate needs. Including administering, interpreting and reporting test results, and formulating instructional objectives and subsequent learning programs. Understanding how information obtained from quantitative/qualitative measures and teachers' experiences influence their abilities to interpret strengths and needs, formulate instructional objectives, develop curriculum, and select appropriate teaching strategies.

**Dual-listed:** SPED 435

## **SPED 536 ELEMENTARY/MIDDLE SCHOOL/SECONDARY METHODS AND MATERIALS FOR MILD/MODERATE DISABILITIES3 Credits**

Instructional, curricular, and adaptive or assistive technological approaches to accommodate the academic, social, emotional, cognitive, linguistic, and physical needs of learners with mild/moderate disabilities are reviewed. Based on learning theories, information obtained from this course will center on the use of methods and materials to facilitate learning of elementary/middle grades/secondary students with mild/moderate disabilities.

**Dual-listed:** SPED 432

## **SPED 537 SPECIAL TOPICS IN SPECIAL EDUCATION1-3 Credits**

Development, implementation and management of Inclusive Classrooms in the K-12 school environment. Will include discussion and reflection on the following topics pertaining to Special Education: response to intervention (RTI), inclusive classrooms, federal laws including Individuals with Disabilities Education Act (IDEA), classroom management and inclusive classroom behavior interventions, curriculum adaptation, and providing support services for all children including those at-risk.

**Dual-listed:** SPED 437

## **SPED 538 CONSULTATION/COLLABORATION3 Credits**

Consulting and collaborating skills for special educators working with parents and other professionals involved with children with disabilities. Emphasis is given to formal and informal meetings and conferences in planning, developing and implementing special education programs, along with adaptations, special equipment, accommodations, or collaborative teaching with other professional and para-educators.

**Dual-listed:** SPED 438

## **SPED 539 LANGUAGE AND LEARNING DISORDERS3 Credits**

Introductory course for graduate students on the subject of language and associated learning disorders. Provides students with an opportunity for integrating information from several content areas (e.g. language development, learning disorders, and anatomy) and applying that knowledge to a child presenting a language-based learning disorder.

**Dual-listed:** SPED 439

## **SPED 555 CHARACTERISTICS OF LEARNING DISABILITIES3 Credits**

Social, emotional, physical, and cognitive characteristics of learning disabilities, identification, diagnosis, learning characteristics, and behavioral problems presented by learners with learning disabilities in the general education classroom.

## **SPED 600 INDEPENDENT STUDY OR RESEARCH1-3 Credits**

Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.

**Add Consent:** Instructor Consent

**Requirements:** Permission of instructor and academic dean required.

## **SPED 630 CHARACTERISTICS OF BEHAVIORAL AND EMOTIONAL DISABILITIES3 Credits**

Social, behavioral, and emotional disabilities of learners. Identification of characteristics will be examined as well as all aspects of the total environment of these learners.

**Notes:** This course was offered as SPED 530 prior to Fall 2012.

## **SPED 640 ASSESSMENT AND DIAGNOSIS OF YOUNG CHILDREN3 Credits**

A clinical experience of 50 clock hours where the candidate analyzes assessment procedures and diagnostic practices used to obtain information about the learning, and development of children, birth through kindergarten, with developmental and/or learning needs. Includes administering, interpreting and reporting test results, and formulating instructional objectives and subsequent learning programs. Develops an understanding of how information is obtained from quantitative/qualitative measures, and how teachers' experiences influence their abilities to interpret strengths and needs, derive instructional objectives, develop curriculum, and select appropriate teaching strategies. Fifty (50) clock hours of clinical experience is required.