

# SPECIAL EDUCATION (SPED)

## SPED 0-- SPED-LOWER DIVISION. (1-10 Credits)

Lower Level Coursework in Special Education

**Level:** Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Transfer

**Schedule type(s):** Lecture

**Area(s) of Inquiry:** None

## SPED 1-- SPED UPPER DIVISION. (1-10 Credits)

Upper Level Coursework in Special Education

**Level:** Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Transfer

**Schedule type(s):** Lecture

**Area(s) of Inquiry:** None

## SPED 2-- SPED-GRAD ELECT. (1-10 Credits)

Graduate Level Coursework in Special Education

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Transfer

**Schedule type(s):** Lecture

**Area(s) of Inquiry:** None

## SPED 120. INTRODUCTION TO SPECIAL EDUCATION. (3 Credits)

This course orients the learner to the etiology, learning and behavioral characteristics of exceptional children and adults. The history, philosophy, and legal foundations underlying instructional programs and services to accommodate exceptional persons in the schools and community are examined. Techniques appropriate for regular classroom instruction of exceptional children and youth, including individualized instruction, behavior management, and consultative and diagnostic services are described and illustrated. NOTE: This course or an equivalent is a prerequisite to all special education courses.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

## SPED 123. METHODS AND STRATEGIES FOR TEACHING EXCEPTIONAL LEARNERS. (3 Credits)

This course is designed for special and general educators, and other professionals who have need of knowledge and experience in adapting and accommodating classroom learning environments (socio-emotional, behavioral, and physical) for students with disabilities. Within this course, the following methods for exceptional teaching and learning will be explored: inclusion, transition, co-teaching arrangements, and differentiating instruction in mixed ability classrooms. Individualized Educational Plans (IEPs) and successful integration practices for students into regular classroom environments will also be analyzed for implementation.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Enrollment limited to students with the Admitted to Teacher Education attribute.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

## SPED 124. CURRICULUM AND METHODS FOR MODERATE/SEVERE INTELLECTUAL DISABILITIES. (3 Credits)

This course focuses on strategies for promoting academic success in general education curriculum for students with special needs. The selection and adoption of curricular models and materials in reading/language arts, mathematics, science, and social studies will be studied. The role and types of assistive technology used to augment the learning process will be discussed.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

## SPED 125. INTRODUCTION AND INTERVENTION FOR EMOTIONAL AND BEHAVIORAL DISORDERS. (3 Credits)

This course focuses on the history, definitions, characteristics, and etiological backgrounds of children and adolescents with significant emotional and behavioral disabilities. A variety of perspectives will be examined including the students themselves, their families, educators and other individuals and entities providing interventions and services for these youth. Focus will be on the central characteristics of cognitive, social, academic, and behavioral domains, as well as commonalities and contrasts to other disabilities. This course will also include interventions that are school and classroom specific as well as more broad based interventions that involve school personnel as well as other community, family or social service programs and services. Content will also include intervention models within various systems such as mental health, juvenile justice, and positive behavioral supports systems. Current federal legislation and initiatives impacting these populations will also be addressed.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 126. EVIDENCE BASED INTERVENTIONS IN MODERATE/SEVERE LEARNING DISABILITIES. (3 Credits)**

This course focuses on the history, definitions, characteristics and etiological backgrounds of children and adolescents with moderate to severe specific learning disabilities. Students will learn about a variety of research-based universal and selected interventions and strategies that have been demonstrated to decrease the achievement gap for students with moderate to severe learning disabilities across multiple learning environments. Collaborative and consultative roles of teachers of students with learning disabilities will also be explored.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 130. INDEPENDENT STUDY. (1-3 Credits)**

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 132. INTERMEDIATE AMERICAN SIGN LANGUAGE. (3 Credits)**

This course is a study of the skills and knowledge of American Sign Language (ASL) at the intermediate level. Sign vocabulary acquisition and development of expressive and receptive skills are stressed. Educational implications of signing are examined in the context of communication systems for students with hearing impairments. Prereq: SPED 131 or equivalent.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** SPED 131

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 133. ADVANCED SIGN LANGUAGE. (3 Credits)**

This course continues, at an advanced level, the study of sign forms and linguistics of American Sign Language (ASL) in the context of American Deaf Culture (ADC). Primary emphasis will be on developing fluency in discourse skills augmented with additional ASL forms and further use of ASL grammar. Further study of the Deaf Community and its culture is reflected by reviewing classic articles and current literature and its application to ASL. Prereq: SPED 132 or equivalent.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** SPED 132

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 134. INCLUSION: ISSUES, RESPONSIBILITIES, AND INTERVENTIONS. (3 Credits)**

The purpose of this course is to examine current issues related to inclusive education. Students increase their understanding and appreciation of diversity in the classroom. Models and methods that have supported successful community, school, and classroom inclusion are presented.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 150. INSTRUCTION AND ACCOMMODATION FOR EXCEPTIONAL LEARNERS. (3 Credits)**

This course focuses on the design and delivery of instruction to accommodate the needs of students in special education. Individual educational programs, teaching models, learning strategies, task analysis, data-based instruction, and issues related to inclusive education are examined.

**Level:** Graduate, Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 151. ASSESSMENT, DIAGNOSIS, AND EVALUATION. (3 Credits)**

This course is designed for special educator and other professional involved in the diagnosis, assessment, and evaluation of children and adolescents. Course work emphasizes the use of assessment for decision making in school, community, and clinical settings. Areas of emphasis include, but are not limited to, survey and specific level assessment and testing, the role of high stakes testing, assessment formats, data interpretation, error and task analysis, and the assessment of environmental and instructional factors.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 153. APPLIED BEHAVIOR ANALYSIS POSITIVE. (3 Credits)**

Students explore the principles and procedures in the field of applied behavior analysis. Observational methods, single-subject designs, and behavior promotion, reduction, and generalization strategies are reviewed. Participants are required to complete an individual project which demonstrates their ability to design, implement, and evaluate behavioral programs in an effective and ethically responsive manner.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 154. FIRST AID, HEALTH, AND SAFETY FOR MODERATE/SEVERE. (3 Credits)**

The emphasis of this course is on learning the issues surrounding the health, safety and medical needs of individuals with moderate and severe disabilities. The impact health issues have on student learning and development will be emphasized through class activities and assignments. Overall, the course focuses on supporting people with severe and/or multiple disabilities by promoting opportunities, participation, learning, and support that result in valued life outcomes.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 155. PRAC MILD BEHAVIORAL DISORDERS. (3 Credits)**

Students explore the principles and procedures of applied behavior analysis (ABA) and positive behavior supports (PBS). Observational methods, single-subject designs, and behavior promotion, reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. Participants are required to demonstrate the ability to design, implement, and evaluate behavioral programs in an effective and ethically responsive manner.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter with IP

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 166. STUDENT TEACHING SPECIAL EDUCATION - ELEMENTARY. (3-6 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties of the elementary-age student. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with mild and moderate disabilities are included.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Credit/No Credit with IP

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 168. STUDENT TEACHING SPECIAL EDUCATION - SECONDARY. (2-11 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties of the secondary level student. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with mild and moderate disabilities are included.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Credit/No Credit with IP

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 172. SCHOOLS, FAMILIES, COMMUNITIES, AND DISABILITIES. (3 Credits)**

This course focuses on ways to assist educators to work effectively and respectfully with families in educational and community settings. The course will include a discussion of family structures, composition, styles, and strategies for improving communication with all families, school personnel, and with community service providers. The course will explore loss, grief, and grieving as it relates to parents of children with disabilities. The course will examine the Individuals with Disabilities Education Act (IDEA) and Section 504 as they relate to parent participation. The course will present components of the community based system of care model and other resources.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Students with a classification of Freshman or Sophomore may **not** enroll.

Enrollment is limited to Undergraduate level students.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 174. CAREER AND VOCATIONAL ASSESSMENT. (3 Credits)**

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 175. CAREER, VOCATIONAL, AND TRANSITIONAL PLANNING. (1 Credit)**

This course provides participants with a knowledge base to develop career education programs for children and adults with disabilities. Curriculum, training methods, community resources and supplemental information, instructional tools, and other resources will be reviewed. Participants learn to identify key concepts, objectives, and resources for use in developing elementary and secondary education programs for children and youth with disabilities. (1 credit hour)

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 176. COORDINATION OF COOPERATIVE OCCUPATIONAL PROGRAMS. (2 Credits)**

This course prepares students to implement cooperative education as a method of instruction in vocational education and special education. Primary areas of study include how to implement training agreements and plans, develop liaison relationships with the community, evaluate work sites, provide relevant instructions, involve parents and guardians, counsel students for job applications, and develop a personal plan to transition into work, training, and community living. Federal and state employment laws and other resources to assist in the coordination process will be identified and utilized.

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 177. TRANSITION EDUCATION AND SERVICES FOR STUDENTS WITH EXCEPTIONAL NEEDS. (3 Credits)**

This course provides participants with a knowledge base to develop post-secondary career, daily living and educational programs for children and adults with disabilities. Additionally, this course prepares students to implement cooperative education as a method of instruction in vocational education and special education settings. Curriculum, training methods, community resources and supplemental information, instructional tools, and other resources are reviewed and assessed. This course will also outline the transition requirements set by the Individuals with Disabilities Education Act (IDEA) and examine the guidelines for transition plans when designing Individualized Educational Plans (IEPs).

**Level:** Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 220. INTRODUCTION TO SPECIAL EDUCATION. (3 Credits)**

This course orients the learner to the etiology, learning and behavioral characteristics of exceptional children and adults. The history, philosophy, and legal foundations underlying instructional programs and services to accommodate exceptional persons in the schools and community are examined. Techniques appropriate for regular classroom instruction of exceptional children and youth, including individualized instruction, behavior management, and consultative and diagnostic services are described and illustrated. NOTE: This course or its equivalent is a prerequisite to all special education courses.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 223. METHODS AND STRATEGIES FOR TEACHING EXCEPTIONAL LEARNERS. (3 Credits)**

This course is designed for special and general educators, and other professionals who have need of knowledge and experience in adapting and accommodating classroom learning environments (socio-emotional, behavioral, and physical) for students with disabilities. Within this course, the following methods for exceptional teaching and learning will be explored: inclusion, transition, co-teaching arrangements, and differentiating instruction in mixed ability classrooms. Individualized Educational Plans (IEPs) and successful integration practices for students into regular classroom environments will also be analyzed for implementation.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 224. CURRICULUM AND METHODS FOR MODERATE/SEVERE INTELLECTUAL DISABILITIES. (3 Credits)**

This course focuses on strategies for promoting academic success in general education curriculum for students with special needs. The selection and adoption of curricular models and materials in reading/language arts, mathematics, science, and social studies will be studied. The role and types of assistive technology used to augment the learning process will be discussed.

**Level:** Graduate, Non Degree Coursework

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 225. INTRODUCTION AND INTERVENTION FOR EMOTIONAL AND BEHAVIORAL DISORDERS. (3 Credits)**

This course focuses on the history, definitions, characteristics, and etiological backgrounds of children and adolescents with significant emotional and behavioral disabilities. A variety of perspectives will be examined including the students themselves, their families, educators and other individuals and entities providing interventions and services for these youth. Focus will be on the central characteristics of cognitive, social, academic, and behavioral domains, as well as commonalities and contrasts to other disabilities. This course will also include interventions that are school and classroom specific as well as more broad based interventions that involve school personnel as well as other community, family or social service programs and services. Content will also include intervention models within various systems such as mental health, juvenile justice, and positive behavioral supports systems. Current federal legislation and initiatives impacting these populations will also be addressed.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 226. EVIDENCE BASED INTERVENTIONS IN MODERATE/SEVERE LEARNING DISABILITIES. (3 Credits)**

This course focuses on the history, definitions, characteristics and etiological backgrounds of children and adolescents with moderate to severe specific learning disabilities. Students will learn about a variety of research-based universal and selected interventions and strategies that have been demonstrated to decrease the achievement gap for students with moderate to severe learning disabilities across multiple learning environments. Collaborative and consultative roles of teachers of student with learning disabilities will also be explored.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 227. PRACTICUM IN MILD AND MODERATE DISABILITIES K-8. (2-5 Credits)**

This practicum consists of supervised teaching experiences for students with mild and moderate disabilities. Professional growth and self-assessment of teaching/learning practices are two major goals.

**Level:** Graduate, Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter with IP

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 228. PRACTICUM IN MILD AND MODERATE DISABILITIES 5-12. (2-5 Credits)**

This practicum consists of supervised teaching experiences for students in programs serving students with mild and moderate disabilities. Professional growth and self-assessment of teaching/learning practices are two major goals.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter with IP

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 229. PRACTICUM IN BEHAVIOR/LEARNING K-12. (2-5 Credits)**

This practicum consists of supervised teaching experiences for students in programs serving students with learning disabilities and/or behavioral disorders. Professional growth and self-assessment of teaching/learning practices are two major goals.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter with IP

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 230. INDEPENDENT STUDY. (1-4 Credits)**

See General Academic Requirements section.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Enrollment is limited to Graduate level students.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 231. PRACTICUM IN STRAT II (ID K-12). (2-5 Credits)**

The Strategist II (ID – K-12) Practicum is the final requirement for students seeking their strategist II endorsement. This practicum is designed to provide students a practicum teaching experience in lieu of student teaching and allows students an opportunity to bridge theory and practice within the context of their own classrooms. It is expected that all students will demonstrate personal growth across time. Course Prerequisites: Completion of all required coursework through methodology classes; enrollment with approval only. Course Objectives: Students will: 1. Identify specific areas in which to receive feedback on or improve related to her or his own teaching style, classroom organization, and/or classroom management. 2. Learn how to access and evaluate research-based information from a variety of sources to support effective teaching practices in special education.

**Level:** Graduate, Non Degree Coursework, Professional Health Care, Undergraduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter with IP

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 232. INTERMEDIATE AMERICAN SIGN LANGUAGE. (3 Credits)**

This course is a study of the skills and knowledge of American Sign Language (ASL) at the intermediate level. Sign vocabulary acquisition and development of expressive and receptive skills are stressed. Educational implications of signing are examined in the context of communication systems for students with hearing impairments. Prereq.: SPED 231 or the equivalent.

**Level:** Graduate

**Prerequisite(s):** SPED 231

**Corequisite(s):** None

**Restrictions:**

Enrollment is limited to Graduate level students.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 233. ADVANCED SIGN LANGUAGE. (3 Credits)**

This course continues, at an advanced level, the study of sign forms and linguistics of American Sign Language (ASL) in the context of American Deaf Culture (ADC). Primary emphasis will be on developing fluency in discourse skills augmented with additional ASL forms and further use of ASL grammar. Further study of the Deaf Community and its culture is reflected by reviewing classic articles and current literature and its application to ASL.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 234. INCLUSION: ISSUES, RESPONSIBILITIES, AND INTERVENTIONS. (3 Credits)**

The purpose of this course is to examine current issues related to inclusive education. Students will increase their understanding and appreciation of diversity in the classroom. Models and methods which have supported successful community, school, and classroom inclusion will be presented.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 240. INTRODUCTION TO BEHAVIOR DISORDERS. (3 Credits)**

This course focuses on the characteristics of those students who may be described as behaviorally disordered and the educational implications of such behavioral patterns. Programming options, recent research, and federal and state statutes affecting service delivery are reviewed.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 242. INTRODUCTION TO LEARNING DISABILITIES. (1-3 Credits)**

This course focuses on the characteristics and etiology of those children and youth diagnosed as learning disabled and the educational implications of learning disabilities. Programming options, recent research, and federal and state statutes affecting service delivery are reviewed.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 243. INTRODUCTION TO MENTAL DISABILITIES. (3 Credits)**

This course provides an orientation to the history, etiology, prevalence, definitions, identification and education of individuals with mental disabilities of mild to moderate severity. Focus will be on central characteristics of cognitive, perceptual, social, academic, and behavioral domains.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 244. INTRODUCTION TO MILD HANDICAP. (1-4 Credits)**

An introduction to three areas of high frequency, mild disabilities (mental disabilities, learning disabilities, behavior disorders). Focus will be on commonalities and contrasts in the areas of cognitive, perceptual, social, academic, and behavioral characteristics; multiple and mild handicaps; and instructional programming options. This course consists of a general multicategorical module and concentration area modules (BD, LD, MD.)

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 249. SPECIAL TOPICS - INTRODUCTORY. (3-6 Credits)**

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 250. INSTRUCTION AND ACCOMMODATIONS FOR EXCEPTIONAL LEARNERS. (3 Credits)**

This course focuses on the design and delivery of instruction to accommodate the needs of students in special education. Individual educational programs, teaching models, learning strategies, task analysis, data-based instruction and issues related to inclusive education are examined.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 251. ASSESSMENT, DIAGNOSIS, AND EVALUATION. (3 Credits)**

This course is designed for special educator and other professional involved in the diagnosis, assessment, and evaluation of children and adolescents. Course work emphasizes the use of assessment for decision making in school, community, and clinical settings. Areas of emphasis include, but are not limited to, survey and specific level assessment and testing, the role of high stakes testing, assessment formats, data interpretation, error and task analysis, and the assessment of environmental and instructional factors.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 253. APPLIED BEHAVIOR ANALYSIS POSITIVE. (3 Credits)**

Students explore the principles and procedures in the field of applied behavior analysis. Observational methods, single-subject designs, and behavior promotion, reduction, and generalization strategies are reviewed. Students are required to complete an individual project which demonstrates their ability to design, implement, and evaluate behavioral programs in an effective and ethically responsive manner.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 254. FIRST AID, HEALTH, AND SAFETY FOR MODERATE/SEVERE. (3 Credits)**

The emphasis of this course is on learning the issues surrounding the health, safety and medical needs of individuals with moderate and severe disabilities. The impact health issues have on student learning and development will be emphasized through class activities and assignments. Overall, the course focuses on supporting people with severe and/or multiple disabilities by promoting opportunities, participation, learning, and support that result in valued life outcomes.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 255. MICROCOMPUTERS SPECIAL EDUCATION. (3 Credits)**

This course will provide an overview of microcomputers and related technologies that assist people with disabilities at school, work, home, and in the community. Particular emphasis will be placed on the principles and outcomes associated with the effective use of microcomputers for students with mild disabilities. The use of the computer as a tool for preparing, delivering, and evaluating instruction as well as for personal productivity purposes will be included.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Enrollment is limited to Graduate level students.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 260. METHODS FOR BEHAVIOR DISORDERS - ELEMENTARY. (1-2 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties of elementary age students. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with behavior disorders are included.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 261. METHODS FOR BEHAVIOR DISORDERS - SECONDARY. (1-2 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties of elementary-age students. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with learning disabilities are included.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 262. METHODS FOR LEARNING DISABILITIES - ELEMENTARY. (1-2 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties of elementary-age students. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with learning disabilities are included.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 263. METHODS FOR LEARNING DISABILITIES - SECONDARY. (1-2 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties in the secondary curriculum. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with learning disabilities are included.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 264. METHODS FOR TEACHING MILD DIS - ELEMENTARY. (1-2 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties of the elementary-age student. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with mild disabilities are included.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 265. METHODS FOR TEACHING MILD DIS ADO. (1-2 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties in the secondary curriculum. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with mild disabilities are included.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 266. STUDENT TEACHING SPECIAL EDUCATION - ELEMENTARY. (1-8 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties of the elementary-age student. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with mild and moderate disabilities are included. SPED 266 is intended for students in the MST program.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Credit/No Credit

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 267. METHODS FOR TEACHING MILD/MODERATE MD-ADOL. (1-2 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties in the secondary curriculum. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with mild/moderate mental disabilities are included.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 268. STUDENT TEACHING SPECIAL EDUCATION - SECONDARY. (1-8 Credits)**

This course provides an overview of strategies to address reading, spoken and written language, and mathematics performance difficulties of the secondary level student. Theory and practice related to the management of instructional, curricular, and behavioral programs for students with mild and moderate disabilities are included. SPED 268 is intended for students in the MAT program.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Credit/No Credit

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 272. SCHOOLS, FAMILIES, COMMUNITIES, AND DISABILITIES. (3 Credits)**

This course focuses on ways to assist educators to work effectively and respectfully with families in educational and community settings. The course will include a discussion of family structures, composition, styles, and strategies for improving communication with all families, school personnel, and with community service providers. The course will explore loss, grief, and grieving as it relates to parents of children with disabilities. The course will examine the Individuals with Disabilities Education Act (IDEA) and Section 504 as they relate to parent participation. The course will present components of the community based system of care model and other resources.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Enrollment is limited to Graduate level students.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 274. CAREER AND VOCATIONAL ASSESSMENT. (3 Credits)**

This course provides participants with an awareness of the various types of student-level assessment instruments and processes in career/vocational education and their use in career decision making, program delivery and planning for transition into work, independent living, and post high school training. Participants learn to describe the purpose and benefits of career-vocational assessment and the use of assessment results in formulating career/vocational and transition goals for use in individualized planning.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 275. CAREER, VOCATIONAL, AND TRANSITIONAL PLANNING. (1 Credit)**

This course provides participants with a knowledge base to develop career education programs for children and adults with disabilities. Curriculum, training methods, community resources and supplemental information, instructional tools, and other resources will be reviewed. Participants learn to identify key concepts, objectives, and resources for use in developing elementary and secondary education programs for children and youth with disabilities.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 276. COORDINATION OF COOPERATIVE OCCUPATIONAL PROGRAMS. (2 Credits)**

This course prepares students to implement cooperative education as a method of instruction in vocational education and special education. Primary areas of study include how to implement training agreements and plans, develop liaison relationships with the community, evaluate work sites, provide relevant instructions, involve parents and guardians, counsel students for job applications, and develop a personal plan to transition into work, training, and community living. Federal and state employment laws and other resources to assist in the coordination process will be identified and utilized.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 277. TRANSITION EDUCATION AND SERVICES FOR STUDENTS WITH EXCEPTIONAL NEEDS. (3 Credits)**

This course provides participants with a knowledge base to develop post-secondary career, daily living and educational programs for children and adults with disabilities. Additionally, this course prepares students to implement cooperative education as a method of instruction in vocational education and special education settings. Curriculum, training methods, community resources and supplemental information, instructional tools, and other resources are reviewed and assessed. This course will also outline the transition requirements set by the Individuals with Disabilities Education Act (IDEA) and examine the guidelines for transition plans when designing Individualized Educational Plans (IEPs).

**Level:** Graduate, Non Degree Coursework, Professional Health Care

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:** None

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 278. CONSULT/INSTRUCTION TRAINING. (3 Credits)**

This course examines special education concepts and values and applies these to plans for consultation and collaboration within particular settings. Students examine structure and process of service within school settings and determine goals for school or system development. Plans for consultation, collaboration and/or inservice training are developed, using appropriate models, which focus upon student-selected goals.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Lecture, Web Instructed

**Area(s) of Inquiry:** None

**SPED 281. BEHAVIOR DISORDER PRACTICUM - ELEMENTARY. (4 Credits)**

Supervised teaching experiences for individuals serving students with behavior disorders at the elementary level.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 282. BEHAVIOR DISORDER PRACTICUM - SECONDARY. (4 Credits)**

Supervised teaching experiences for individuals serving students with behavior disorders at the secondary level.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 283. LEARNING DISABILITY PRACTICUM - ELEMENTARY. (4 Credits)**

Supervised teaching experiences for individuals serving students with learning disabilities at the elementary level.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 284. LEARNING DISABILITY PRACTICUM - SECONDARY. (4 Credits)**

Supervised teaching experiences for individuals serving students with learning disabilities at the secondary level.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 285. MULTICULTURAL RESEARCH PRACTICUM - ELEMENTARY. (4 Credits)**

Supervised teaching experiences for individuals serving students with mild disabilities at the elementary level.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 286. MULTICULTURAL RESEARCH PRACTICUM - SECONDARY. (4 Credits)**

Supervised teaching experiences for individuals serving students with mild disabilities at the secondary level.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 287. MILD/MODERATE MO PRACTICUM - ELEMENTARY. (4 Credits)**

Supervised teaching experiences for individuals serving students with mild/moderate mental disabilities at the elementary level.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 288. MILD/MODERATE MO PRACTICUM - SECONDARY. (4 Credits)**

Supervised teaching experiences for individuals serving students with mild/moderate mental disabilities at the secondary level.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 289. MULTI SCI PRACTICUM - ELEMENTARY. (4 Credits)**

Supervised teaching experiences for individuals in programs serving students in elementary self-contained classes with integration.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None

**SPED 290. MULTI SCI PRACTICUM - SECONDARY. (4 Credits)**

Supervised teaching experiences for individuals in programs serving students in secondary self-contained classes with integration.

**Level:** Graduate

**Prerequisite(s):** None

**Corequisite(s):** None

**Restrictions:**

Undergraduate level students may **not** enroll.

**Primary grade mode:** Standard Letter

**Schedule type(s):** Independent Study, Web Instructed

**Area(s) of Inquiry:** None