

SPECIAL EDUCATION (SPED)

SPED 1030 - Understanding (dis)Ability in Contemporary Classrooms (3 Credits)

This course provides an overview of special education by examining the history of special education, construction of dis/ability, characteristics of individuals with disabilities, aspects of disproportionality, and introduction to evidence-based instructional practices. Max hours: 3 Credits.

Grading Basis: Letter Grade

SPED 1400 - Universal Design Learning (3 Credits)

This course will introduce Universal Design for Learning (UDL), an important, contemporary educational philosophy, a set of principles & techniques that focus on strategies and tools to help ALL students by accommodating their differences in inclusive classroom settings. Max hours: 3 Credits.

Grading Basis: Letter Grade

Typically Offered: Fall, Spring.

SPED 4010 - Intentional Interventions for Exceptional Learners (3 Credits)

This course provides instructional strategies and interventions for students with a wide variety of disabilities. Implications for targeted and intensive interventions and assessment are considered. Cross-listed with SPED 5010. Restriction: Professional Year Admission required. Max hours: 3 Credits

Grading Basis: Letter Grade

Professional Year Admission required. Students must be enrolled in one of the following plans: ECED-LICU or EGLH-LICU or ELED-LICU or FWLF-LICU or FWLS-LICU or MATH-LICU or MSMA-LICU or SCIG-LICU or SPED-LICU or SSSS-LICU

SPED 4030 - Understanding (dis)Ability in Contemporary Classrooms (3 Credits)

This course provides an overview of special education by examining the history of special education, construction of dis/ability, characteristics of individuals with disabilities, aspects of disproportionality, and introduction to evidence-based instructional practices. Prereq or Coreq: EDHD3930 or ECED4933 or ECED4934. Max hours: 3 Credits.

Grading Basis: Letter Grade

Prereq or Coreq: EDHD3930 or ECED4933 or ECED4934

SPED 4140 - Assessment: Inquiry, Instruction, & Intervention (3 Credits)

Using a variety of assessment tools, students will focus on the educational assessment methods and procedures used in decision making and program planning for students with exceptional learning needs, with attention to pervasive issues pertaining to students from culturally and linguistically diverse backgrounds. Cross-listed with SPED 5140. Restriction: Professional Year Admission required. Max hours: 3 Credits.

Grading Basis: Letter Grade

Professional Year Admission required. Students must be enrolled in one of the following plans: ECED-LICU or EGLH-LICU or ELED-LICU or FWLF-LICU or FWLS-LICU or MATH-LICU or MSMA-LICU or SCIG-LICU or SPED-LICU or SSSS-LICU

SPED 4151 - Slashing Stigmas: Promoting Positive Behaviors (3 Credits)

This course works to transform perspectives and practices related to supporting student behavior in classrooms. Students will learn important considerations related to culture, race, gender and socioeconomic status, as they intersect with behavior and social emotional development.

Restriction: Restricted to students in Education and Human Development with between 57 and 180 cumulative credit hours or students in the Education Studies Minor. Cross-listed with SPED 5151. Max hours: 3 Credits.

Grading Basis: Letter Grade

Restriction: Restricted to students in Education and Human Development with between 57 and 180 cumulative credit hours or students in the Education Minor EDST-MIN

SPED 4200 - Autism Spectrum Disorders (1 Credit)

The purpose of this academy is to provide the paraeducator with information and skills to assist paraeducators in the instruction of students with autism. It gives factual information to dispel the many myths that abound in this field and emphasizes the relationship between communication and behavior. It prepares paraeducators to make and use visual supports, to structure tasks and the environment and to provide appropriate supports for social skills instruction. Repeatable. Max Hours: 3 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 3.

SPED 4300 - Family, Professional, and Community Collaboration (3 Credits)

Focuses on the development of competencies in consultation and collaboration. The overall purpose is to encourage the development of understanding and skills that enhance a teacher's ability to work and communicate effectively with school personnel, including paraprofessionals and parents. The goal of collaboration is to support and determine together the instructional scenarios that best meet the needs of students. Specific competencies include problem solving, conflict resolution, data collection or observation skills, conferencing, facilitating meetings, and interacting with others while respecting diverse discourses and multicultural backgrounds. Cross-listed with SPED 5300. Restriction: Restricted to students in Education and Human Development with between 27 and 180 cumulative credit hours or students in the Education Minor. Max hours: 3 Credits.

Grading Basis: Letter Grade

Restriction: Restricted to students in Education and Human Development with between 27 and 180 cumulative credit hours or students in the Education Minor.

SPED 4400 - Universal Design for Learning (UDL) (3 Credits)

This course introduces Universal Design for Learning (UDL), an important educational philosophy and set of principles & techniques that focuses on strategies and tools to help ALL students by accommodating their differences in inclusive classroom settings. Cross-listed with SPED 5000. Restriction: Restricted to students in Education and Human Development with between 27 and 180 cumulative credit hours or students in the Education Minor. Max hours: 3 Credits.

Grading Basis: Letter Grade

Restriction: Restricted to students in Education and Human Development with between 27 and 180 cumulative credit hours or students in the Education Minor.

SPED 4500 - Transition and Secondary Methods in Special Education (3 Credits)

This course provides school leaders and practitioner with an understanding of the special education transition process as specified by federal and state guidelines, as well as effective teaching and learning strategies for secondary youth with disabilities. Cross-listed with SPED 5500. Restriction: Restricted to students in Education and Human Development with between 57 and 180 cumulative credit hours, and Professional Year Admission required. Max hours: 3 Credits.

Grading Basis: Letter Grade

Restriction: Restricted to students in Education and Human Development with between 57 and 180 cumulative credit hours, and Professional Year Admission required.

SPED 4600 - Special Education Law: Ethics and Compliance (3 Credits)

Designed for school leaders and professionals to understand special education law and compare and contrast service delivery options. Cross-listed with SPED 5600. Max hours: 3 Credits.

Grading Basis: Letter Grade

SPED 4710 - Significant Health Support Needs Academy (1 Credit)

Intends to prepare paraeducators with knowledge and skills needed for working with children with significant health support needs. Consisting of seven modules of varying length, this 15 clock hour academy focuses on training both the health aid and the significant health support needs professional. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4720 - Significant Supports for Challenging Behavior Academy (1 Credit)

This academy provides the paraeducator with the knowledge and skills needed for working with children who have significant behavior needs. The academy focuses on working with students who have challenging behaviors. The aim is to provide paraeducators with the basic understanding of behavior support and to provide them with the necessary skills to implement written behavior support plans. It is recommended that paraeducators complete the Behavior Management Academy prior to taking this course. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4730 - Significant Communication Support Needs Academy (1 Credit)

This academy provides the paraeducator with the knowledge and skills needed for working with children who have significant behavior needs. The academy focuses on working with students who have challenging behaviors. Its aim is to provide paraeducators with a basic understanding of behavior support and to provide them with the necessary skills to implement written behavior support plans. It is recommended that paraeducators complete the Behavior Management Academy prior to taking this course. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4740 - Intersections of Literacy, Culture, & Exceptionality (3 Credits)

This course provides a foundational understanding of the complex intersections between literacy, culture, language, learning, and students with (dis)abilities. A primary goal is to address the particular needs of culturally and linguistically diverse learners with exceptionalities, while also exploring the distinctions between language development and learning disabilities. Cross-listed with SPED 5740. Restriction: Restricted to students in Education and Human Development with between 57 and 180 cumulative credit hours. Max hours: 3 Credits.

Grading Basis: Letter Grade

Restriction: Restricted to students in Education and Human Development with between 57 and 180 cumulative credit hours

SPED 4750 - Orientation to Special Education (1 Credit)

This 15 clock hour academy is designed to provide a basic introduction to special education and the needs of students who have disabilities. It includes introductory material regarding legal and historical foundations of special education, human growth and development, the nature of disabilities, and an introduction to the basic human needs that must be addressed. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4780 - Literacy Intervention for Exceptional Learners (3 Credits)

Provides the practitioner with an understanding of research-validated approaches, strategies, assessment tools and issues related to effective literacy instruction for students performing significantly below grade level. Cross-listed with SPED 5780. Max hours: 3 Credits.

Grading Basis: Letter Grade

SPED 4800 - Orientation to Early Intervention Services (1 Credit)

This academy provides Developmental Intervention Assistant (DI Assistant) an introduction to early intervention services under IDEA. Material regarding legal and historical foundations, human growth and development, and the nature of disabilities and their impact on infants and toddlers are introduced. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4805 - Fundamentals of the IFSP Process (1 Credit)

This academy provides Developmental Intervention Assistants an overview of the Individualized Family Service Plan (IFSP). It clarifies their role in the implementation of IFSP and also knowledge about the evaluation and assessment components of the IFSP process. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4810 - Early Intervention Teamwork (1 Credit)

This academy is designed for Developmental Intervention Assistants (DI Assistants) to work effectively in Early Intervention teams. Introductory materials regarding teamwork, delineation of DI Assistants' and supervisors' roles and responsibilities as well as family centered practices are addressed. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4815 - Working with Families (1 Credit)

This academy provides the Developmental Intervention Assistant with information and skills to create and support Family Centered Practices. Focus on the concept of family and the impact of disability on the family is woven throughout the course. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4820 - Instructional Strategies for Early Intervention (1 Credit)

This academy assists the Developmental Intervention Assistant in examining the types of instructional strategies used in the Early Intervention programs. Focus is on building relationships, promoting engagement, and instructional support specifically in collecting data for the supervisor and IFSP team. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4825 - Promoting Social Emotional Development (1 Credit)

This academy focuses on the importance of infant/toddlers' social emotional development and support. The CSEFEL Pyramid Model, adapted for this course, is a conceptual framework of evidence-based practices addressing the promotion of social emotional development in early intervention programs. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4830 - Health Support Needs in Early Intervention (1 Credit)

This academy provides the DI Assistant with information and skills to support the health services related to the early intervention programs. Safety awareness and precautions are stressed as related to caring for infants/toddlers in their home and natural environments. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4835 - Language and Early Literacy Development (1 Credit)

This academy is designed for Developmental Intervention Assistant (DI Assistant) to work effectively with families as they support the early language and literacy development of their infants and toddlers with communication challenges. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4840 - Communication Support Needs Early Intervention (1 Credit)

This academy provides the Developmental Intervention Assistant with information and skills to learn characteristic language patterns for infants and toddlers. Focus on critical importance of child interactions as well as key intervention communication strategies for infants and toddlers. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4845 - Individualized Intervention Infants/Toddlers (1 Credit)

This academy, adapted from CSEFEL, introduces Developmental Intervention Assistants (DI Assistants) to basic knowledge of infants/toddlers with challenging behaviors. It provides necessary skills to implement written behavior support plans based on the IFSP under the supervision of Early Intervention professionals. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4850 - Transition to Age 3 (1 Credit)

This academy assists the Developmental Intervention Assistant in learning the elements of transition from Part C to Part B including the difference between an IFSP and IEP. Focus on the cultural and transition issues for the toddler and the family. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4855 - Interpersonal Skills for DI Assistants (1 Credit)

This academy provides the Developmental Intervention Assistant effective interpersonal skills necessary to work with Early Intervention teams. It addresses issues of diversity based on culture, experience, gender, etc. and examines the DI Assistants' roles in each aspect of the topics. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4860 - Personal Growth Development for DI Assistants (1 Credit)

This academy provides the Developmental Intervention Assistant with information and skills to identify and expand personal growth and improvement skills working in Early Intervention programs. The course covers stress-management strategies and uses creativity and flexibility in dealing with problematic situations. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4865 - Instructional & Assistive Technology in EI (1 Credit)

This academy assists the Developmental Intervention Assistants in examining various types of instructional and assistive technology used in early intervention programs. Focus is on technology used in the home and other natural environments to assist the infant/toddler and the family. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4870 - Autism Spectrum Disorder in Early Intervention (1 Credit)

This academy provides Developmental Intervention Assistants with information to assist the Early Intervention Professionals to implement instructions for infants/toddlers identified with autism. It offers participants knowledge of structured tasks environmental adaptations, and appropriate social skills for the infant/toddler and family. Max hours: 1 Credit.

Grading Basis: Letter Grade

SPED 4910 - Special Education Generalist Internship and Site Seminar I (1-8 Credits)

Special education teacher candidates engage in systematic observation of, participation in, design of and reflection on inclusive curricular, instruction and management practices. Graduated learning activities for each internship and time requirements are specified in the School Internship handbook and the Special Education Guidelines. In partner school, the site coordinator and site professor are responsible for coaching, supervision and site seminars. In internship outside partner school settings, cooperating teachers, district coordinators and/or university professors work with teacher candidates in the classroom and in seminars. Prereq: Completion of special education core or permission of instructor and advisor. Admission into the IPTE Program. Cross-listed with SPED 5910. Repeatable. Max Hours: 8 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 8.

SPED 4915 - Practicum For Developmental Intervention Assistant (2 Credits)

The Developmental Intervention Assistant will engage in systematic observation of, and participation in the delivery of early intervention services. Practicum Instructor will observe, coach and assess as per the performance criteria required for completing the DI Assistant portfolio. Prereq: SPED 4800, 4805, 4810, 4815, 4820, 4825, 4830, 4835, 4840, 4845, 4850, 4855, 4860, 4865, & 4870. Repeatable. Max Hours: 9 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 9.

SPED 4919 - CO-TOP Practicum (1-2 Credits)

The paraeducator engage in systematic observation of, and participation in instruction of management practices. The learning activities for each practicum are specified in the CO-TOP Practicum handbook and information sheet. Cooperating teachers, district coordinators and/or university-based supervision observe paraeducators in the classroom. Prereq: Completion of CO-TOP academies or permission of the CO-TOP Coordinator. Max hours: 2 Credits.

Grading Basis: Letter Grade

SPED 4931 - Internship & Learning Community I (2 Credits)

SPED 4931 is the first internship in a series of three completed during the professional year of the SPED program providing the necessary learning opportunities for candidates to gradually develop their practice to be licensed as a special education teacher. Restriction: Professional Year Admission required. Max hours: 2 Credits.

Grading Basis: Letter Grade

Professional Year Admission required. Students must be enrolled in one of the following plans: ECED-LICU or EGLH-LICU or ELED-LICU or FWLF-LICU or FWLS-LICU or MATH-LICU or MSMA-LICU or SCIG-LICU or SPED-LICU or SSSS-LICU

SPED 4932 - Internship & Learning Community II (2 Credits)

SPED 4932 is the second internship in a series of three completed during the professional year of the SPED program providing the necessary learning opportunities for candidates to gradually develop their practice to be licensed as a special education teacher. Restriction: Professional Year Admission required. Max hours: 2 Credits.

Grading Basis: Letter Grade

Professional Year Admission required. Students must be enrolled in one of the following plans: ECED-LICU or EGLH-LICU or ELED-LICU or FWLF-LICU or FWLS-LICU or MATH-LICU or MSMA-LICU or SCIG-LICU or SPED-LICU or SSSS-LICU

SPED 4933 - Internship & Learning Community III (6 Credits)

SPED 4933 is the final internship in a series of three completed during the professional year of the SPED program providing the necessary learning opportunities for candidates to gradually develop their practice to be licensed as a special education teacher. Restriction: Professional Year Admission required. Max hours: 6 Credits.

Grading Basis: Letter Grade

Professional Year Admission required. Students must be enrolled in one of the following plans: ECED-LICU or EGLH-LICU or ELED-LICU or FWLF-LICU or FWLS-LICU or MATH-LICU or MSMA-LICU or SCIG-LICU or SPED-LICU or SSSS-LICU

SPED 4934 - Extended Internship & Learning Community (1-8 Credits)

Teacher candidates seeking Special Education licensure engage in systematic observation of, participation in, design of, and reflection on curricular, instructional, and management practices across the full range of educational programs within a school. Additionally, they participate in the activities of a professional learning community. Repeatable. Cross-listed with SPED 5934. Max hours: 8 Credits.

Grading Basis: Letter Grade

Repeatable. Max Credits: 8.