

SPECIAL EDUCATION (SPED)

SPED-ELEC SPECIAL EDUCATION ELECTIVE (3 Credits)

SPED-230 INTRO TO SPECIAL EDUC. (3 Credits)

This course surveys the major areas of exceptionalities as defined under current federal special education legislation. Topics include: history of special education, legal requirements and laws relating to individuals with disabilities including, categories of exceptionality including but not limited to autism, characteristics, identification, intervention strategies, role of parents/families and cultural diversity and language issues. Field component 15 hours observation (mandatory).

Restrictions: RG.ED.SE

SPED-230H INTRO TO SPEC EDUC-HONORS (3 Credits)

Restrictions: RG.HON

SPED-340 CLASSR/BEHAVIORAL MGMT (3 Credits)

In this course students are introduced to multi-tiered supports systems (MTSS) or school wide positive behavior supports (SWBPIS). These principles are applied to individual classroom settings, emphasize good instruction, organization of space and materials, and positive feedback (tier 1 & 2 interventions). Students will apply these principles by creating a functional behavior analysis (FBA) and a behavior intervention plan (BIP) focused on one student (tier 3 interventions). Legal and ethical issues are also addressed.

Prerequisite(s): SPED-230 & EDUC-101 or SPED-230 & EDUC-201

Corequisite(s): EDUC-304

Restrictions: RGALLED

SPED-350 INSTRUCTIONAL DESIGN FOR ALL LEARNERS (3 Credits)

This course gives candidates a foundation in standards-based instructional design for a variety of learners. Topics include lesson planning, standards-based lesson design, use of learner information to design appropriate lessons, designing assessments, developing interdisciplinary lessons, models of instruction, Universal Design for Learning and incorporating technology use into instruction. This course focuses on designing instruction to meet the needs of most learners in inclusive classrooms, including those with high-incidence disabilities including but not limited to autism, English Language Learners, and gifted learners. Students in this course will be required to log hours in a supervised technology lab to complete assignments and master necessary computer skills. Field components: 35 hours tutoring.

Corequisite(s): Take SPED-350L & EDUC-270

SPED-350L INSTRUCTIONAL DESIGN FOR ALL LEARNERS Lab (0 Credits)

This course introduces students to the essential components of professional use of technology. Assignments will enhance competence with the use of a variety of technology-based tools used by the teacher for instruction and other professional work. Students in this course will be required to log hours in a supervised technology lab to complete assignments and master necessary technology skills.

Prerequisite(s): EDUC-101 or EDUC-201

SPED-430 ASSESSMENT CHILDREN W/ EXCEPTIONALITIES (3 Credits)

The course content is designed to provide an overview of the continuum of assessment procedures for designing academic programs for students with mild/moderate disabilities. A variety of assessment strategies, including authentic assessment and curriculum-based assessment, along with criterion-referenced tests and norm-referenced tests are introduced. Alternative testing procedures and communicating assessment results to parents of a child with exceptionality are also considered.

SPED-440 ADAPIONS & INSTRUCTION FOR SPECIAL NEEDS STUDENTS (3 Credits)

This course examines alternative organizational strategies for integrating students with disabilities into regular education settings. Students learn the roles of special education personnel in successful inclusion efforts and review procedures for promoting interactions of students with exceptionality and their regular education peers. Additionally, curriculum adaptations to promote learning for all students are addressed.

Restrictions: RGALLED

SPED-445 INSTRUCTIONAL STRATEGIES FOR MATH & SCIENCE IN INCLUSIVE SECONDARY EDUCATION (4 Credits)

This course introduces students to the basic models, strategies, resources, and management tools used to implement instruction as well as alternative organizational strategies for integrating students with disabilities into regular education settings. Students will apply models of teaching, develop lessons and assessments, examine curriculum issues, utilize current research, and reflect on practices that are major strands in the course. Students will also learn the roles of special education personnel in successful inclusion efforts and review procedures for promoting interactions of students with exceptionality and their regular education peers. Additionally, curriculum adaptations to promote learning for all students are addressed.

SPED-450 ADV TCH METH FOR SPEC EDUCATION (3 Credits)

The course focus is on characteristics of and educational implications for individuals with severe and/or multiple disabilities. Students develop skills and strategies in positioning, assistive technology, teaching self-care skills, functional academics, community skills, recreational and leisure skills, developing instructional adaptations, and transitional and vocational programs.

Prerequisite(s): TAKE SPED-440

SPED-455 CURRICULUM & METHODS FOR STUDENTS WITH DISABILITIES (3 Credits)

This course prepares beginning teachers to meet the needs of a variety of learners with disabilities, including but not limited to those with Autism Spectrum Disorders, intellectual disabilities and multiple disabilities. Students will examine curriculum and develop instructional plans to address academic, functional, social and communication needs. Students will also examine the varied ways that services are provided to learners with disabilities in schools today. Field Component 25 hours active participation in settings working with students with disabilities (mandatory).

Prerequisite(s): EDUC-401 SPED-430

SPED-460 COMM/COLLAB SKILLS EDUCATORS (3 Credits)

This course centers on the development of competencies in communication and collaboration. Those skills necessary for fostering successful integration and full inclusion of students with disabilities are addressed. In addition, strategies for collaboration with agencies, other specialists, families and classroom teachers are presented. Concurrent with student teaching.

Restrictions: RGALLED