SPED-SPECIAL EDUCATION

SPED 2996. Topics
3 Credits (3)
Offered under various subtitles that indicate the subject matter to be covered. May be repeated up to 9 credits.

Learning Outcomes

1. Varies

SPED 3105. Introduction to Special Education in a Diverse Society
3 Credits (3)
Characteristics, identification, and educational needs of exceptional learners. Attention is given to the various types of programs serving exceptional learners. Designed for all professional personnel who work with exceptional learners. May be repeated up to 3 credits.

Learning Outcomes

1. Discuss historical and current legislation pertaining to exceptional learners and their families and its impact on professional practice in the field.
2. Discuss historical and current legislation pertaining to exceptional learners and their families and its impact on professional practice in the field.
3. Explain the major components of an IEP and its processes, as well as the roles of learners, families and professionals on the team.
4. Discuss the different service delivery models and discuss the principles, practices, and pragmatics of inclusion co-teaching.
5. Analyze the disability categories under (IDEA, 2004), (characteristics, etiology, and diagnostic criteria).
6. Examine educational considerations for exceptional learners (educational approaches [Universal design and differentiated instruction], assistive technology, accommodations/modifications, and related supports and services).
7. Employ culturally responsive evidence-based practices to create family/school/community partnerships to promote academic achievement and prepare students for their post-school transitions.
8. Evaluate and synthesize research literature on a selected topic from current special education research.

SPED 3110. Bilingual/Multicultural Special Education
3 Credits (3)
Introduction to issues related to the provision of services to culturally and linguistically diverse students with exceptionalities.

Learning Outcomes

1. Students will identify implicit and explicit biases.
2. Students will discuss the cultural characteristics of families from culturally and linguistically diverse backgrounds and the barriers of parent engagement in their child's education.
3. Students will identify how privilege, power, and inequities exist in the school system and how it impacts the academic achievement of students from culturally linguistically diverse (CLD) backgrounds.
4. Students will identify culturally relevant strategies to employ in the classroom to meet the individual learner needs of students from culturally and linguistically diverse backgrounds.
5. Students will develop a lesson plan that embeds culturally responsive pedagogy that addresses the individual needs of students from culturally and linguistically diverse backgrounds.

SPED 3120. Elementary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits (3)
Curriculum theory and development for special education programs. Various teaching methods utilized with elementary exceptional learners and techniques involved in identifying, adapting, and developing materials will be addressed. May be repeated up to 3 credits.

Learning Outcomes

1. Evaluate historical and current legislation pertaining to exceptional learners and their families and its impact on professional practice in the field.
2. Describe the RTI process and its role in determining eligibility for special education services.
3. Discuss learner diversity (ability, exceptionality, developmental level, learning style, language, gender, ethnicity, etc.) and employ individualized evidence-based culturally responsive instructional practices that build on learners' strengths and interests.
4. Create safe, inclusive, culturally responsive learning environments to engage learners with exceptionalities in meaningful learning activities and social interactions that develop communication, emotional well-being, positive social interactions, and self-determination.
5. Apply classroom management techniques that support learners and focus, on routines, procedures, rules, and positive behavior supports to address behavior.
6. Apply culturally responsive instructional practices to individualize learning for learners with exceptionalities; taking into consideration individual abilities, interests, learning environments, and cultural and linguistic factors in the planning, selection, development, and adaptation of learning experiences for learners with exceptionalities.
7. Design differentiated lesson plans that employ the tenets of universal design.

SPED 4110. Low Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. May be repeated up to 3 credits.

Learning Outcomes

1. Analyze Low Incidence Disabilities (characteristics, etiology, and diagnostic criteria) (IDEIA, 2004).
2. Identify the types of related supports and services—assistive technology, environmental and Instructional accommodations/modifications, and related services—available to students with low incidence disabilities to maximize participation in inclusive settings.
3. Apply culturally responsive instructional practices to individualize learning for learners with low incidence disabilities, taking into consideration individual abilities, interests, learning environments, and cultural and linguistic factors in the planning, selection, development, and adaptation of learning experiences of learners with low incidence disabilities in inclusive environment.
4. Employ culturally responsive strategies for creating effective family, school, community partnerships.
5. Discuss culturally responsive strategies that promote collaboration between families, schools, and community agencies/organizations during the student's transition planning process.
6. Identify current educational issues impacting students with low incidence disabilities.

SPED 4120. High Incidence Disabilities in a Diverse Society
3 Credits (3)

Examines those areas of disability that most frequently occur in the special education population, including intellectual disabilities, learning disabilities, communication disorders, and behavioral and emotional disorders. May be repeated up to 3 credits.

Learning Outcomes

1. Describe and compare the major approaches to identifying, placement, assessing, planning for instruction, and classifying high incidence disabilities.
2. Identify and discuss school-based, sociological, cultural, and economic differences as they relate to etiology and identification of mild disabilities.
3. Describe and critically evaluate classroom instructional practices that can improve the educational success of students with high incidence disabilities.
4. Describe and critically evaluate classroom management practices that can improve the educational success of students with high incidence disabilities.
5. Describe how the educational experiences of persons with mild disabilities is shaped by their cognitive, perceptual, language, academic, and social / emotional characteristics.

SPED 4130. Reading for Elementary Exceptional Learners in a Diverse Society, K-6
3 Credits (3)

Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 5130. May be repeated up to 3 credits.

Learning Outcomes

1. Evaluate the sources of reading difficulty
2. Evaluate the characteristics exhibited by children with reading difficulties and reading disabilities.
3. Demonstrate how to use non-biased, culturally responsive assessments and progress monitoring data to monitor and evaluate reading performance to drive instruction.
4. Discuss the stages in literacy development and the factors that influence development of student literacy in reading, writing, speaking, viewing, and listening, including phonological, orthographic, semantic, and syntactic processing.
5. Implement research-based reading strategies and instruction to promote the development of print awareness, phonological and phonemic awareness, fluency, vocabulary, spelling, comprehension, reading, and writing for learners with reading difficulties.
6. Evaluate research-based strategies, methods, and commercial programs for different domains of reading.
7. Create a lesson plan and teach an elementary level reading lesson.

SPED 4140. Reading for Elementary Exceptional Learners in a Diverse Society, 7-12
3 Credits (3)

Extends information covered in SPED 5130, which covers grades K 6. Strategies and materials are addressed. May be repeated up to 3 credits.

Learning Outcomes

1. Demonstrate a knowledge of the major component of the reading process.
2. Increase their repertoire of reading instruction procedures which may be used with students of differing reading abilities and from diverse backgrounds at the middle and secondary levels.
3. Increase their knowledge of theory and related discipline-specific learning strategies designed to assist middle and secondary students in reading and learning through research based practices.
4. Participate in discussion of current literacy issues.
5. Explore the presentation of new teaching and learning strategies as they are related to content area literacy.

SPED 4150. Secondary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits (3)

Curriculum theory and development for elementary special education programs. Various teaching methods utilized with secondary exceptional learners and techniques for identifying, adapting, and developing materials will be addressed. Taught with SPED 5150. May be repeated up to 3 credits.

Learning Outcomes

1. Discuss learner diversity (ability, exceptionality, developmental level, learning style, language, gender, ethnicity, etc.)
2. Apply effective methods for planning and implementing culturally responsive secondary differentiated content area instruction for exceptional learners in inclusive settings.
3. Identify demands of learning environments of secondary exceptional learners.
4. Identify basic classroom management theories and strategies for individuals with diverse learning needs in secondary environments.
5. Employ culturally responsive evidence-based practices to create family/school/community partnerships to promote academic achievement and prepare students for their post-school transitions.

SPED 4210. Introduction to Assessment of Diverse Exceptional Learners
3 Credits (3)

Theory and use of norm and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs. May be repeated up to 3 credits.

Learning Outcomes

1. Compare and contrast the different types of assessment and their purposes.
2. Identify legislation and litigation, which has impacted assessment.
3. Explain the applications and uses of assessments results.
4. Identify widely used (common) measures of psycho-educational assessment and their appropriate application.
5. Identify a variety of techniques for obtaining information regarding students' academic functioning and learning techniques.
6. Identify techniques for assessing students' socio-emotional functioning.
7. Outline the process for identifying exceptional learners and subsequent educational planning utilizing learning theories.
8. Analyze and identify assessment strategies for specific populations (Culturally and Linguistically Diverse, Preschool, Elementary School, etc.)
9. Integrate information gathered through comprehensive assessment procedures into a whole picture of the student's areas of strength, weakness and needs.

SPED 4220. Classroom Management for Diverse Learners
3 Credits (3)

Behavior-change strategies for exceptional learners. May be repeated up to 3 credits.

Learning Outcomes

1. Plan the organization of a classroom illustrating optimum use of instructional resources (computers, books, writing materials, reference material, manipulatives, creative constructive materials,

etc.) that facilitates efficiency and effectiveness of access, use, maintenance, and storage of such resources.
2. Manage student progress data electronically for visual representation of performance for individual students and whole class averages.
3. Design the organization of the physical aspects of a classroom (furniture, areas, etc) for ease of transition, use, safety and traffic flow based on effective designs presented in the literature.
4. Establish classroom procedures and expectation (rules) to promote a positive, effective and efficient learning environment.
5. Construct the organization of a classroom schedule/time management plan that includes various content areas, instructional strategies, grouping strategies, levels of energy use, etc. Within large blocks of time or for an entire day school day.
6. Demonstrate knowledge and skill of affective domain-based theoretical models for (1) setting and managing the emotional tone of a classroom, (2) managing the psycho-social atmosphere of the classroom and individual students, and (3) managing motivation of students to succeed in learning academic content, social skills, self-responsibility skills, and inter-relationship skills with other class members.
7. Analyze a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom legally, ethically, and professionally. This will include all legal bases (state and federal) involving all students, including students with disabilities, ESL and at-risk students.
8. Observe, analyze and document student behavior to match an appropriate intervention strategy to change behavior in a desired direction. This will also include the successful implementation of behavior management strategies for entire classes, small groups, and individual students along with development and maintenance of electronic data collection graphing and analysis.

SPED 4310. Introduction to Autism
3 Credits (3)
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Taught with SPED 5310 and SPED 6310. May be repeated up to 3 credits.
Learning Outcomes
1. Analyze Autism Spectrum Disorders ASD (characteristics, etiology, co-morbid conditions, differential diagnosis).
2. Describe the criteria used to screen and diagnose ASD.
3. Examine evidence-based practices used to effectively support students with ASD in accessing general education and grade level standards (classroom structure, differentiated instruction, peer mediated supports, structured teaching, and emotional supports).
4. Describe strategies related to promoting a successful transition from school to adult life for individuals with ASD.
5. Examine the strategies for effective collaboration and communication with families of children with ASD and key stakeholders for the purpose of information sharing and collaborative planning with families.
6. Identify and investigate current educational issues impacting students with ASD.

SPED 4320. Behavior and Autism
3 Credits (3)
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 532 with differentiated assignments. May be repeated up to 3 credits.
Prerequisite/Corequisite: SPED 4310 or SPED 5310 or SPED 6310.
Learning Outcomes
1. Explain the definition of Autism Spectrum Disorder (ASD) and associated characteristics of students with ASD as measured by required readings, discussions, and article reviews.
2. Explain behavior impairments and characteristics associated with students with ASD as measured by required readings, discussions, and article reviews
3. Explain Applied Behavior Analysis strategies as measured by completion of required paper(s) summarizing peer-reviewed journal article related to diversity, behavior management interventions, and/or behavior analysis.
4. Explain information related to individuals with ASD and behavior challenges as measured by participation in online chat with instructor or group power point presentation.
5. Discuss evidence-based treatment approaches that are useful in improving behavior management skills of students with ASD as measured by participation in required readings and discussions

SPED 4330. Social Skills and Autism
3 Credits (3)
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 5330 and SPED 6330 with differentiated assignments. May be repeated up to 3 credits.
Prerequisite/Corequisite: SPED 4310 or SPED 5310 or SPED 6310.
Learning Outcomes
1. Analyze Autism Spectrum Disorders ASD (definition, characteristics, etiology).
2. Evaluate Social Skills characteristics and difficulties often associated with ASD.
3. Appraise current tools and strategies used to assess Social Skills problems in children with ASD.
4. Use assessment results to identify the Social Skills needs of children with ASD
5. Analyze the types of evidence-based practices used to address the Social Skills needs of children with ASD.
6. Design an intervention plan to address the Social Skills needs of a child with ASD.
7. Incorporate family preferences and values into the educational process of students with ASD.
8. Employ data collection procedures to evaluate the effectiveness of evidence-based practices for students with ASD.

SPED 4340. Communication and Autism
3 Credits (3)
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties

often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 5340 and SPED 640 with differentiated assignments. May be repeated up to 3 credits.
Prerequisite: SPED 4310 or SPED 5310 or SPED 6310.

Learning Outcomes

1. Analyze Autism Spectrum Disorders ASD (definition, characteristics, etiology).
2. Evaluate communication characteristics and difficulties often associated with ASD.
3. Appraise current tools and strategies used to assess communication problems in children with ASD.
4. Analyze the types of interventions used to address the communication needs of children with ASD.
5. Design an intervention plan to address the communication needs of a child with ASD.
6. Employ data collection procedures to evaluate the effectiveness of research-based interventions for students with ASD.
7. Incorporate family preferences and values into the educational process of students with ASD.

SPED 4810. Early Childhood SPED Student Teaching
9 Credits (9P)
Synthesis of knowledge and skills appropriate to teaching in PreK - 3rd grade educational settings. Restricted to: TEP-ECED majors. Grading (S/U, Audit). Students must be Admitted into student teaching May be repeated up to 9 credits.

Learning Outcomes

1. Varies

SPED 4811. Practicum in Education, Equity and Cultural Diversity
3 Credits (3)
This is a supervised experience in providing special education services to local preK-12 students. In the context of the public school classroom, teacher candidates are guided to apply content knowledge from the seminar meetings and from prior coursework. Restricted to: SPED majors.
Prerequisite: SPED 3105 and SPED 3120 or consent of instructor.

Learning Outcomes

1. Candidates demonstrate an understanding of the critical concepts and principles in their discipline and of the pedagogical content knowledge necessary to engage students' learning of concepts and principles in the discipline;
2. Candidates create and implement learning experiences that motivate K-8 students, establish a positive learning environment, and support K-8 students' understanding of the central concepts and principles in the content discipline;
3. Candidates design, adapt, and select a variety of valid and reliable assessments and employ analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own, progress and growth;
4. Candidates engage students in reasoning and collaborative problem solving related authentic local, state, national, and global issues, incorporating new technologies and instructional tools appropriate to such tasks. Candidates use research and evidence to continually evaluate and improve their practice, particularly the effects of their choices and actions on others, and they adapt their teaching to meet the needs of each learner;
5. Candidates design and implement appropriate and challenging learning experiences, based on an understanding of how children learn and develop. They ensure inclusive learning environments that encourage and help all K-8 students reach their full potential across a range of learner goals;
6. Candidates work with K-8 students and families to create classroom cultures that support individual and collaborative learning and encourage positive social interaction, engagement in learning, and independence;
7. Candidates build strong relationships with students, families, colleagues, other professionals, and community members, so that all are communicating effectively and collaborating for student growth, development, and well-being;
8. Candidates reflect on their personal biases and access resources that deepen their own understanding of cultural, ethnic, gender, sexual orientation, language, and learning differences to build stronger relationships and to adapt practice to meet the needs of each learner.

SPED 4820. Student Teaching SPED
9 Credits (9)
Supervised teaching in a special education classroom and participation in a required seminar. Students must be admitted to student teaching program in order to enroll. Restricted to: SPED majors.
Prerequisite: SPED 4811.

Learning Outcomes

1. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

SPED 4830. Special Education/Elementary Student Teaching Seminar
3 Credits (3)
Discussion of elementary Special Education school issues related to student teaching.
Prerequisite: SPED 4811.
Corequisite: SPED 4820.

Learning Outcomes

1. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. 1
10. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

SPED 4840. Special Education/ Secondary Student Teaching Seminar
3 Credits (3)
Discussion of secondary school issues related to student teaching.
Prerequisite: SPED 4821.
Corequisite: SPED 4820.
Learning Outcomes
1. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. 1
10. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

SPED 4992. Directed Study courses in Special Education
1-3 Credits (1-3)
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits per semester and a grand total of 9 credits. May be repeated up to 9 credits.
Learning Outcomes
1. Varies

SPED 4996. Topics
3 Credits (3)
Offered under various subtitles which indicate the subject matter to be covered. May be repeated up to 9 credits.
Learning Outcomes
1. Varies

SPED 5105. Introduction to Special Education in a Diverse Society
3 Credits (3)
This course introduces the field of special education to regular educators. May be repeated up to 3 credits.
Learning Outcomes
1. Discuss historical and current legislation pertaining to exceptional learners and their families and its impact on professional practice in the field.
2. Discuss historical and current legislation pertaining to exceptional learners and their families and its impact on professional practice in the field.
3. Explain the major components of an IEP and its processes, as well as the roles of learners, families and professionals on the team.
4. Discuss the different service delivery models and discuss the principles, practices, and pragmatics of inclusion co-teaching.
5. Analyze the disability categories under (IDEA, 2004), (characteristics, etiology, and diagnostic criteria).
6. Examine educational considerations for exceptional learners (educational approaches [Universal design and differentiated instruction], assistive technology, accommodations/modifications, and related supports and services).

7. Employ culturally responsive evidence-based practices to create family/school/community partnerships to promote academic achievement and prepare students for their post-school transitions.
8. Evaluate and synthesize research literature on a selected topic from current special education research.

SPED 5110. Low Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. Taught with SPED 6110 with differentiated assignments. May be repeated up to 3 credits.

Learning Outcomes

1. Analyze Low Incidence Disabilities (characteristics, etiology, and diagnostic criteria) (IDEIA, 2004).
2. Identify the types of related supports and services—assistive technology, environmental and Instructional accommodations/modifications, and related services—available to students with low incidence disabilities to maximize participation in inclusive settings.
3. Apply culturally responsive instructional practices to individualize learning for learners with low incidence disabilities, taking into consideration individual abilities, interests, learning environments, and cultural and linguistic factors in the planning, selection, development, and adaptation of learning experiences of learners with low incidence disabilities in inclusive environment.
4. Employ culturally responsive strategies for creating effective family, school, community partnerships.
5. Discuss culturally responsive strategies that promote collaboration between families, schools, and community agencies/organizations during the student's transition planning process.
6. Identify current educational issues impacting students with low incidence disabilities.

SPED 5120. High Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those areas of disability that most frequently occur in the special education population, including intellectual disabilities, learning disabilities, communication disorders, and behavioral and emotional disorders. May be repeated up to 3 credits.

Learning Outcomes

1. Describe and compare the major approaches to identifying, placement, assessing, planning for instruction, and classifying high incidence disabilities.
2. Identify and discuss school-based, sociological, cultural, and economic differences as they relate to etiology and identification of mild disabilities.
3. Describe and critically evaluate classroom instructional practices that can improve the educational success of students with high incidence disabilities.
4. Describe and critically evaluate classroom management practices that can improve the educational success of students with high incidence disabilities.
5. Describe how the educational experiences of persons with mild disabilities is shaped by their cognitive, perceptual, language, academic, and social / emotional characteristics.

SPED 5130. Reading for Elementary Exceptional Learners in a Diverse Society, K-6
3 Credits (3)
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 4130. May be repeated up to 3 credits.

Learning Outcomes

1. Evaluate the sources of reading difficulty
2. Evaluate the characteristics exhibited by children with reading difficulties and reading disabilities.
3. Demonstrate how to use non-biased, culturally responsive assessments and progress monitoring data to monitor and evaluate reading performance to drive instruction.
4. Discuss the stages in literacy development and the factors that influence development of student literacy in reading, writing, speaking, viewing, and listening, including phonological, orthographic, semantic, and syntactic processing.
5. Implement research-based reading strategies and instruction to promote the development of print awareness, phonological and phonemic awareness, fluency, vocabulary, spelling, comprehension, reading, and writing for learners with reading difficulties.
6. Evaluate research-based strategies, methods, and commercial programs for different domains of reading.
7. Create a lesson plan and teach an elementary level reading lesson.

SPED 5140. Reading for Secondary Exceptional Learners in a Diverse Society, 7-12
3 Credits (3)
Extends information covered in SPED 5130, which covers grades K 6. Strategies and materials are addressed. Taught with SPED 4140. May be repeated up to 3 credits.

Learning Outcomes

1. Demonstrate a knowledge of the major component of the reading process.
2. Increase their repertoire of reading instruction procedures which may be used with students of differing reading abilities and from diverse backgrounds at the middle and secondary levels.
3. Increase their knowledge of theory and related discipline-specific learning strategies designed to assist middle and secondary students in reading and learning through research based practices.
4. Participate in discussion of current literacy issues.
5. Explore the presentation of new teaching and learning strategies as they are related to content area literacy.

SPED 5150. Curriculum, Methods, and Materials for Secondary Special Education
3 Credits (3)
Curriculum theory and development for elementary special education programs. Various teaching methods utilized with secondary exceptional learners and techniques for identifying, adapting, and developing materials will be addressed. May be repeated up to 3 credits.

SPED 5160. Technology and Exceptionality in a Diverse Society
3 Credits (3)
This class will address the unique educational needs of learners with exceptionalities, and will provide information and practice in addressing those needs through the use of technology-based interventions. May be repeated up to 3 credits.

Learning Outcomes

1. Demonstrate familiarity in variety of assistive technology devices and services that are abailable for students with diverse range of disabilities
2. Demonstrate an understanding of functional approaches to the assessment of assistive technology needs.

3. Describe and implement inter disciplinary approaches to the assessment, selection and the use of technolgy to meet the educational and transitional demands of individuals with diverse range of disabilities.
4. Identify and describe the function of the range of assistive technology devices and services in diverse settings.
5. Demonstrate an understanding of the legal obligations of different entities in providing training and services that are relevant to assistive technologies.

SPED 5210. Introduction to Assessment of Diverse Exceptional Learners
3 Credits (3)
Required for students seeking licensure at graduate level. Theory and use of norm-and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs with differentiated assignments for graduate students. Restricted to: SPED majors.

SPED 5220. Classroom Management for Diverse Learners
3 Credits (3)
Behavior-change strategies for exceptional learners. Taught with SPED 4220 with differentiated assignments for graduate students. May be repeated up to 3 credits.

SPED 5230. Advanced Curriculum for Diverse Exceptional Learners
3 Credits (3)
Strategies for developing curricula appropriate to handicapped and gifted learners. May be repeated up to 3 credits.

Learning Outcomes

1. Evaluate historical and current legislation pertaining to exceptional learners and their families and its impact on professional practice in the field.
2. Describe the RTI process and its role in determining eligibility for special education services.
3. Discuss learner diversity (ability, exceptionality, developmental level, learning style, language, gender, ethnicity, etc.) and employ individualized evidence-based culturally responsive instructional practices that build on learners' strengths and interests.
4. Create safe, inclusive, culturally responsive learning environments to engage learners with exceptionalities in meaningful learning activities and social interactions that develop communication, emotional well-being, positive social interactions, and self-determination.
5. Apply classroom management techniques that support learners and focus, on routines, procedures, rules, and positive behavior supports to address behavior.
6. Apply culturally responsive instructional practices to individualize learning for learners with exceptionalities; taking into consideration individual abilities, interests, learning environments, and cultural and linguistic factors in the planning, selection, development, and adaptation of learning experiences for learners with exceptionalities.
7. Design differentiated lesson plans that employ the tenets of universal design.

SPED 5310. Introduction to Autism
3 Credits (3)
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Taught with SPED 4310 and SPED 6310. Differentiated Assignments. May be repeated up to 3 credits.

Learning Outcomes

1. Analyze Autism Spectrum Disorders ASD (characteristics, etiology, co-morbid conditions, differential diagnosis).
2. Describe the criteria used to screen and diagnose ASD.
3. Examine evidence-based practices used to effectively support students with ASD in accessing general education and grade level standards (classroom structure, differentiated instruction, peer mediated supports, structured teaching, and emotional supports).
4. Describe strategies related to promoting a successful transition from school to adult life for individuals with ASD.
5. Examine the strategies for effective collaboration and communication with families of children with ASD and key stakeholders for the purpose of information sharing and collaborative planning with families.
6. Identify and investigate current educational issues impacting students with ASD.

SPED 5320. Behavior and Autism
3 Credits (3)
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 4320 and SPED 6320 with differentitated assignments. May be repeated up to 3 credits.
Prerequisite: SPED 4310 or SPED 5310 or SPED 6310.

Learning Outcomes

1. Explain the definition of Autism Spectrum Disorder (ASD) and associated characteristics of students with ASD as measured by required readings, discussions, and article reviews.
2. Explain behavior impairments and characteristics associated with students with ASD as measured by required readings, discussions, and article reviews
3. Explain Applied Behavior Analysis strategies as measured by completion of required paper(s) summarizing peer-reviewed journal article related to diversity, behavior management interventions, and/or behavior analysis.
4. Explain information related to individuals with ASD and behavior challenges as measured by participation in online chat with instructor or group power point presentation.
5. Discuss evidence-based treatment approaches that are useful in improving behavior management skills of students with ASD as measured by participation in required readings and discussions

SPED 5330. Social Skills and Autism
3 Credits (3)
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 4330 and SPED 6330 with differentiated assignments. May be repeated up to 3 credits.
Prerequisite: SPED 4310 or SPED 5310 or SPED 6310.

Learning Outcomes

1. Understand and explore the foundations of TESOL instruction.
2. Analyze the sociocultural theory of teaching English as a second/foreign language.
3. Demonstrate an understanding of culturally responsive pedagogy in language teaching and academic achievement.
4. Evaluate principles of best practices instruction and applications of TESOL methods.
5. Explore assessment issues and concepts related to English Language Learners.
6. Examine the impact of polices, national laws, school and community partnerships, and personal professional development on TESOL instruction.
7. Develop, select, and implement second language teaching methods.

SPED 5340. Communication and Autism
3 Credits (3)
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 4340 and SPED 6340 with differentiated assignments. May be repeated up to 3 credits.
Prerequisite: SPED 4310 or SPED 5310 or SPED 6310.
Learning Outcomes

1. Analyze Autism Spectrum Disorders ASD (definition, characteristics, etiology).
2. Evaluate communication characteristics and difficulties often associated with ASD.
3. Appraise current tools and strategies used to assess communication problems in children with ASD.
4. Analyze the types of interventions used to address the communication needs of children with ASD.
5. Design an intervention plan to address the communication needs of a child with ASD.
6. Employ data collection procedures to evaluate the effectiveness of research-based interventions for students with ASD.
7. Incorporate family preferences and values into the educational process of students with ASD.

SPED 5405. Foundations of Visual Impairment
3 Credits (3)
This course provides an overview of the history and theory of teaching students with visual impairments, including those with additional disabilities. The impact of educational, legislative, and societal trends on the psychosocial adjustment, quality of life, and post-school outcomes of individuals with visual impairments is explored. May be repeated up to 3 credits.
Learning Outcomes

1. Differentiate between the impact that visual impairment (both congenital and adventitious) has on a child's/youth's cognitive, language, communication, motor, social-emotional, and autonomous development.
2. Predict the impact that familial, societal, cultural, and professional attitudes have on the self-esteem/self-identity of a child/youth who has a visual impairment and propose culturally responsive strategies to combat low self-esteem/lack of self-acceptance.
3. Identify appropriate educational adaptations, including universal design for learning principles, for teaching students with visual impairments based on predominant sensory channel(s).
4. Describe the prevalence and incidence of visual impairment, educational and legal classifications, service delivery options and regulations, and the roles of educational staff.
5. Analyze how historical foundations shape current issues and trends in the education of students who are visually impaired.
6. Locate sources of specialized materials, service networks, consumer/parent organizations, and professional associations and publications.

SPED 5410. Functional Implications of Low Vision
3 Credits (3)
This course examines the structure and function of the visual system in relation to associated diseases and syndromes with an emphasis on measuring functional vision and determining appropriate educational adaptations. Consent of Instructor required. May be repeated up to 3 credits.
Prerequisite: SPED 5405.
Learning Outcomes

1. Use basic terminology to describe the structure and functions of the visual system and describe how the visual system typically develops.
2. Identify the etiology and characteristics of the most common eye conditions and their impact on the development and education of individuals who have these conditions.
3. Describe effects of medications on the visual system and on visual performance, Select, adapt, and use appropriate instruments for assessing functional vision, Follow legal, ethical, and technical procedures while conducting vision screenings or functional vision evaluations in order to determine educational services (including eligibility) and supports.
4. Interpret the results of vision screenings, eye reports, and functional vision evaluations in ways that help students, families and other members of the educational team understand the impact the visual impairment has on learning, experience, and social-emotional well-being.
5. Select individualized strategies for the enhancement of visual/sensory efficiency (including the use of environmental modifications, print material adaptations, optical aids, and non-optical aids) based on performance/assessment data

SPED 5420. Strategies for Teaching Students with Visual and Multiple Impairments
3 Credits (3)
This course defines the roles and responsibilities of the teacher of students with visual impairments as part of the transdisciplinary team that serves students with visual impairments and additional disabilities. Emphasis is on assessment, curricula (both academic and functional), communication, behavior management, assistive technologies, inclusion, transition, and independent living. Consent of Instructor required. May be repeated up to 3 credits.
Prerequisite: SPED 5410.
Learning Outcomes

1. Describe the impact that a concomitant visual impairment and additional disability has on a child's/youth's cognitive, language, communication, motor, social-emotional, autonomous, and sensory development.

2. Recommend appropriate educational and environmental adaptations, including access technologies, for students with concomitant disabilities (including a visual impairment) related to the core curriculum (especially literacy) that are based on their unique needs, which transcend the effects of each individual disability.
3. Recommend appropriate educational and environmental adaptations, including access technologies, for students with concomitant disabilities (including a visual impairment) related to the expanded core curriculum that are based on their unique needs, which transcend the effects of each individual disability.
4. Choose specialized assessment tools appropriate for learners with visual impairments and additional disabilities.
5. Summarize special considerations related to eligibility determination, educational placement, and service delivery models for students with visual impairments and additional disabilities.
6. Describe special considerations related to effective collaboration with educators, related service providers, educational assistants, community agencies, and families of students with visual impairments and additional disabilities

SPED 5430. Braille I: Literacy for Students with Visual Impairments
3 Credits (3)
This course facilitates an in depth study of the Uncontracted and Contracted Literary Braille codes as well as methods of teaching pre-braille, braille reading, and braille writing skills to tactual learners. Consent of Instructor required. May be repeated up to 3 credits.
Prerequisite: SPED 5450.

Learning Outcomes

1. Transcribe print content into Unified English Braille following appropriate formatting rules.
2. Read, interline, and proof materials transcribed in Unified English Braille.
3. Read, interline, and proof materials produced in English Braille American Edition.
4. Transcribe, print content into a foreign language using the appropriate braille code.
5. Read, interline, and proof materials produced in foreign language braille.
6. Transcribe a simple score in music braille.
7. Read and interline a simple score in music braille.
8. Produce braille materials using various tools, including a Perkins Brailler, slate and stylus, and six-key keyboard entry.
9. Delineate the ways that congenital and adventitious visual impairments impact literacy and the unique instructional strategies used with each of these groups. 1
10. Identify pre-braille activities that develop essential tactual, motor, and reading readiness skills. 1
11. Compare language arts and braille curricula/assessments for different types of tactual learners. 1
12. Identify sources for obtaining braille resources, services and supports

SPED 5440. Braille II: Numeracy for Students with Visual Impairments
3 Credits (3)
This course facilitates an indepth study of the Nemeth Braille Code for Mathematics and Science Notation as well as instructional strategies for using the abacus and developing numeracy. Specialized braile codes for computers, music, and foreign languages will be introduced. Consent of Instructor required. May be repeated up to 3 credits.
Prerequisite: SPED 5430.

Learning Outcomes

1. Transcribe mathematical and scientific notation into Nemeth Braille following appropriate rules.
2. Read, and proof materials transcribed in Nemeth Braille
3. Transcribe, print content into a foreign language using the appropriate braille code.
4. Read, interline, and proof materials produced in foreign language braille.
5. Transcribe a simple score in music braille.
6. Read and interline a simple score in music braille.
7. Produce braille materials, including tactile graphics, using various tools, including a Perkins Brailler, six-key keyboard entry, braille translation software, and tactile graphics.
8. Create different task analysis on computational steps for solving problems with the Cranmer abacus using both the counting and indirect methods for beginning abacus users and aligning them to numeracy standards.
9. Delineate the ways that visual impairment impacts literacy and numeracy and describe adapted instructional and assessment materials and resources that make math meaningfully accessible. 1
10. Delineate the ways that visual impairment impacts scientific understandings and describe adapted instructional and assessment materials and resources that make science and social studies meaningfully accessible. 1
11. Delineate the ways that visual impairment impacts understanding of health and sexuality and describe adapted instructional and assessment materials and resources that make health and sex education meaningfully accessible

SPED 5450. Strategies for Teaching Students with Visual Impairments
3 Credits (3)
This course covers individualized educational programming in both the core and expanded core curriculums for children and youth with visual impairments with an emphasis on assessment, curricular adaptions, IFSP/IEP/ITP planning, and evidence-based practices. Restricted to: SPED majors. Consent of Instructor required. May be repeated up to 3 credits.
Prerequisite: SPED 5410.

Learning Outcomes

1. The learner will analyze core curriculum standards and benchmarks in order to determine necessary instruction in the expanded core curriculum so that learners with visual impairments can meaningfully participate in the common core curriculum.
2. The learner will describe professional roles and ethical responsibilities of the teacher of students with visual impairments in relation to effective collaboration with all members of the educational team (particularly families, para educators, and general educators).
3. The learner will select, adapt, and use appropriate assessments for determining effective and efficient primary and secondary learning modalities, literacy media, and access technologies needed for reading and writing.
4. The learner will follow legal, ethical, and technical procedures while conducting learning media assessments and access technology evaluations, reporting findings, and making recommendations regarding necessary educational services and supports.
5. The learner will demonstrate the procurement and use of different access technologies needed to make educational materials and learning activities accessible to learners with visual impairments

SPED 5460. Introduction to Orientation and Mobility
3 Credits (3)
This course provides an overview of the history and theory of formalized orientation and mobility instruction as it relates to the ability to live independently. The impact of visual impairment and concomittant impairments on the development of spatial concepts and motor skills in relation to independent locomotion is emphasized. Topics covered include mobility aids; navigation, familiarization, and protective techniques; structured pre-cane assessment and instruction; the development and use of tactual maps; and the relationship of orientation and mobility to other areas of the expanded core curriculum. Consent of Instructor required. Restricted to: SPED,EDUC majors. Consent of Instructor required. May be repeated up to 3 credits.
Prerequisite: SPED 5420.
Learning Outcomes
1. Describe components of orientation and mobility, the role of the certified orientation and mobility specialist, and the role of the teacher of students with visual impairments/developmental vision specialist in teaching travel skills to students who are blind and visually impaired, including those with additional disabilities.
2. Describe significant historical events and legal provisions related to the formalized profession of orientation and mobility and how this affects the provision of orientation and mobility services.
3. Identify the pros, cons, and prerequisite skills related to different modes of mobility and use of different mobility aids and transportation systems.
4. Describe the impact of impaired vision on cognitive, motor, language, social, and self-help skills and effective interventions that promotes the development of independent locomotion and personal autonomy.
5. Execute (and teach the execution of) basic orientation and mobility techniques under conditions that simulate various degrees of visual and additional impairments using all available sensory information (with and without optical aids) in a variety of environments.
6. Task analyze and adapt activities of daily living to allow individuals with visual impairments to lead productive and healthy lifestyles.
7. Identify sources of adapted products and specialized assessments related to the Expanded Core Curriculum that facilitate participation in home, work, and community activities for employment, self-care, and leisure

SPED 5470. Beginning Orientation and Mobility
3 Credits (3)
This course provides an overview of the profession of orientation and mobility and how sensory, motor, and psychosocial function affects movement and spatial orientation. Consent of Instructor required. Restricted to: SPED majors. May be repeated up to 3 credits.
Prerequisite: SPED 5460.
Learning Outcomes
1. Describe how perception and movement develops and is used to enhance safe and independent travel
2. Describe how a traveler is able to acquire, maintain and improve orientation
3. Describe the most common functional mobility problems for students with low vision and what a COMS should consider when providing OM instruction to students with low vision.
4. Describe how development impacts movement and describe issues that impact gait and posture. Describe ways to support and improve sensorimotor development.
5. Describe the psychosocial factors that impact behavior as one learns how to travel and describe ways to teach travelers to deal with
6. Describe the fundamentals of hearing including principles of sound, audition, localization and traffic sounds. Describe ways to develop and improve orientation using hearing
7. Describe the origins of the OM profession and its progression into the present, how OM services are provided around the world and the fundamentals of research in the profession.
8. Evaluate and synthesize literature (publications, research literature) on a selected topic of their choice

SPED 5480. Intermediate Orientation and Mobility
3 Credits (3)
This course focuses on strategies and methods for conducting assessments and appropriately sequencing skill acquisition for learners across the lifespan who may or may not have additional disabilities. Adaptive technology and other aids that assist with travel in a variety of environmental conditions using different mobility systems will also be covered. Consent of Instructor required. Restricted to: SPED majors. May be repeated up to 3 credits.
Prerequisite: SPED 5470.
Learning Outcomes
1. Determine how to modify orientation and mobility instruction, depending on the age of the students, in the following ways: A) describe ways to teach OM to very young children; B) describe ways to teach OM to school age children; C) describe ways to teach OM to adults; and D) describe ways to teach OM to older adults.
2. Demonstrate an understanding of mobility systems and adaptations used by blind and visually impaired travelers in the following ways: A) describe how adaptive technology is used in travel; B) describe how dog guides are used in travel; C) describe orientation aids that can be used for students with vision loss; D) describe issues around environmental accessibility for student with vision loss; and E) describe how to teach OM in adverse weather conditions
3. Demonstrate understanding of how to teach OM to students who have different disabilities in the following ways: A) describe ways to teach OM to learners with vision and hearing loss; B) describe ways to teach OM to learners with vision, physical and health impairments; C) describe ways to teach OM to learners with cognitive impairments and vision loss; D) describe ways to teach OM to learners with cortical visual impairments; and E) describe how to teach travel skills to learners with nonvisual disabilities
4. Conduct an OM assessment and teach OM in the following ways: A) describe the components of a comprehensive OM assessment; B) describe creative ways to provide OM instruction; C) describe theories and best practices for teaching orientation and mobility; and D) describe ways to teach concepts creatively

SPED 5490. Advanced Orientation and Mobility
3 Credits (3)
This course focuses on the development and monitoring of cane skills needed for safe and efficient travel in indoor, residential, and business districts, including the use of public transportation systems. Development, administration, and supervision of orientation and mobility services is also covered. Consent of Instructor required. Restricted to: SPED majors. May be repeated up to 3 credits.
Prerequisite: SPED 5480.
Learning Outcomes
1. Use orientation and mobility techniques to travel independently, safely and efficiently in a variety of environments including indoor, residential, small business and business areas while blindfolded or under low vision simulator.

2. Provide appropriate and safe orientation and mobility instruction to fellow students, who are blindfolded or wearing low vision simulators, while traveling in indoor, residential, small business and business areas
3. Describe modifications to traditional OM techniques for diverse learners of various ages with different degrees of visual functioning and with a variety of additional disabilities
4. Use public transportation while blindfolded or under low vision simulatorand provide instruction to fellow students who are blindfolded or wearing low vision simulators in the use of public transportation
5. Critically analyze one's teaching and monitoring through self-observation and reflective practices

SPED 5810. Student Teaching SPED
6 Credits (6)
Culminating course required for graduate level students seeking initial licensure. Students must have completed a Bachelor's degree and be admitted to student teaching program to enroll. Restricted to: SPED majors.
Prerequisite: SPED 5811.
Learning Outcomes
1. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

SPED 5811. Field Experience in Education, Equity & Cultural Diversity
3 Credits (3)
This is a supervised experience in providing special education services to local preK-12 students. In the context of the public school classroom, teacher candidates are guided to apply content knowledge from the seminar meetings and from prior coursework. This experience is designed for both the practicing general education classroom teacher pursuing special education licensure and for graduate teacher candidates pursuing initial special education licensure. Restricted to: SPED majors.
Prerequisite: SPED 3105 and SPED 3120, or SPED 5105 and SPED 5230, or consent of instructor.
Learning Outcomes
1. Learners will demonstrate critical thinking skills and critical reflection and use current special education research to make and evaluate instructional decisions across the full range of learning tasks (including identifying appropriate learning objectives, selecting methods and materials, assessing student progress in relation to learning objectives, making classroom management decisions, and evaluating the results of decisions and implementation of lessons).
2. Learners will create access to grade level general education curriculum for a broad range of students with diverse learning needs. This will be accomplished by using grade level standards and extended standards (as appropriate), following the requirements expressed in IEP's, and designing and implementing appropriate instruction that addresses students' needs, learning styles, motivation, and cultural and linguistic differences. Universal design, differentiation, accommodation, and modification will be used to address diverse learning needs.
3. Learners will further develop, refine, and demonstrate the dispositions necessary to enter student teaching, with the ultimate goal of entering and advancing the teaching profession. This includes a) building rapport, positive communication, and a cooperative work environment with students, families, teachers, supervisors, instructors, educational/instructional assistants, service providers, and others in the school community b) demonstrating respectful and responsive attitudes toward individuals with exceptionalities from diverse backgrounds, as well as their families and service providers c) demonstrating responsible task performance d) adhering to the CEC code of ethics and university/site policies and procedures.
4. Learners will select and use appropriate technology to support student learning.
5. Learners will apply knowledge of the historical background and current laws and procedures within the field of special education to contextualize, explain, and evaluate special education services.

SPED 5820. Masters Degree Seminar
3 Credits (3)
Capstone review of current issues in special education. Each student will participate in a practice comprehensive oral exam. May be repeated up to 3 credits.
Learning Outcomes
1. Varies

SPED 5830. Special Education/Elementary Student Teaching Seminar
3 Credits (3)
Discussion of elementary Special Education school issues related to student teaching.
Prerequisite: SPED 5811.
Corequisite: SPED 5810.
Learning Outcomes
1. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

SPED 5840. Special Education/Secondary Student Teaching Seminar
3 Credits (3)
Discussion of secondary Special Education school issues related to student teaching.
Prerequisite: SPED 5811.
Corequisite: SPED 5810.
Learning Outcomes
1. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

SPED 5850. Current Research in Special Education
3 Credits (3)
Current investigations and research techniques. May be repeated up to 3 credits.
Learning Outcomes
1. Evaluate current research in special Education.
2. Read and evaluate original research articles published in peer reviewed academic journals.
3. Describe the elements of research.
4. Analyze the designs, methods, and applications of quantitative research in special education
5. Analyze the designs, methods, and applications of qualitative research in special education
6. Examine ethical issues and guidelines for conducting special education research.
7. Evaluate the elements of a research proposal.

SPED 5860. Current Issues in Special Education for Teaching in Culturally Responsive Society
3 Credits (3)
Theoretical and empirical bases for special education practices. Skill development in critical thinking, reading, and writing in relation to contemporary problems. Taught with SPED 6860. May be repeated up to 3 credits.
Learning Outcomes
1. Students will learn several concepts, issues, and theories in contemporary special education in order to be a more intelligent consumer of information about special education.
2. Students will analyze, evaluate, and make decisions concerning complex contemporary issues in special education.
3. Students will demonstrate communications skills, both written and oral, in order to enhance their effectiveness in expressing their view on the issues related to special education.
4. Students will examine issues related to the human experience as it relates to diversity and a culturally and linguistically diverse world.
5. Students will debate the pros and cons of current special education issues

SPED 5870. Early Childhood SPED Student Teaching
6 Credits (6)
A student teaching experience designed for students studying early childhood special education. Restricted to TEP-ECED majors. Students must be admitted to student teaching to enroll. May be repeated up to 9 credits.
Learning Outcomes
1. Our mission is to serve the people of New Mexico through education, research, extension education, and public service with specific emphasis on innovative practices, overcoming barriers to learning, international activities, technology, and literacy for the diverse populations of New Mexico, surrounding states and border communities.

SPED 5990. Practicum in Reading Disabilities
3 Credits (3)
Supervised experience in assessing a student with reading disability, developing and intervention plan, and implementing and monitoring the interventions across time. May be repeated up to 3 credits.
Learning Outcomes
1. Varies

SPED 5991. Special Research Problems
1-3 Credits (1-3)
Individual investigation either analytical or experimental. May be repeated up to 6 credits.
Learning Outcomes
1. Varies

SPED 5996. Topics in Special Education
1-3 Credits (1-3)
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester. May be repeated up to 6 credits.
Learning Outcomes
1. Varies

SPED 5999. Master's Thesis
1-15 Credits (1-15)
Thesis. May be repeated up to 88 credits.
Learning Outcomes
1. Varies

SPED 6110. Low Incidence Disabilities
3 Credits (3)
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. Taught with SPED 5110 with differentiated assignments. May be repeated up to 3 credits.
Learning Outcomes
1. Analyze Low Incidence Disabilities (characteristics, etiology, and diagnostic criteria) (IDEIA, 2004).
2. Identify the types of related supports and services—assistive technology, environmental and Instructional accommodations/modifications, and related services—available to students with low incidence disabilities to maximize participation in inclusive settings.
3. Apply culturally responsive instructional practices to individualize learning for learners with low incidence disabilities, taking into consideration individual abilities, interests, learning environments, and cultural and linguistic factors in the planning, selection, development, and adaptation of learning experiences of learners with low incidence disabilities in inclusive environment.
4. Employ culturally responsive strategies for creating effective family, school, community partnerships.
5. Discuss culturally responsive strategies that promote collaboration between families, schools, and community agencies/organizations during the student's transition planning process.
6. Identify current educational issues impacting students with low incidence disabilities.

SPED 6120. High Incidence Disabilities in a Diverse Society
3 Credits (3)
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional

disorders. Taught with SPED 5120. Master's Degree. Restricted to SPED and C D majors. May be repeated up to 3 credits.

Learning Outcomes

1. Describe and compare the major approaches to identifying, placement, assessing, planning for instruction, and classifying high incidence disabilities.
2. Identify and discuss school-based, sociological, cultural, and economic differences as they relate to etiology and identification of mild disabilities.
3. Describe and critically evaluate classroom instructional practices that can improve the educational success of students with high incidence disabilities.
4. Describe and critically evaluate classroom management practices that can improve the educational success of students with high incidence disabilities.
5. Describe how the educational experiences of persons with mild disabilities is shaped by their cognitive, perceptual, language, academic, and social / emotional characteristics.

SPED 6160. Technology and Exceptionality in a Diverse Society
3 Credits (3)

This class will address the unique educational needs of learners with exceptionalities, and will provide information and practice in addressing those needs through the use of technology-based interventions. Taught with SPED 5160.

Learning Outcomes

1. Carry out effective practicum practices for using technology with diverse learners.

SPED 6170. School Intervention and Organization in a Diverse Society
3 Credits (3)

Introduces public school organization and laws and the psycho-sociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. May be repeated up to 3 credits.

Learning Outcomes

1. Understand and implement effective interventions in a variety of classroom and organizational settings.

SPED 6310. Introduction to Autism
3 Credits (3)

This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Differentiated Assignments.Taught with SPED 5310 and SPED 4310. May be repeated up to 3 credits.

Learning Outcomes

1. Analyze Autism Spectrum Disorders ASD (characteristics, etiology, co-morbid conditions, differential diagnosis).
2. Describe the criteria used to screen and diagnose ASD.
3. Examine evidence-based practices used to effectively support students with ASD in accessing general education and grade level standards (classroom structure, differentiated instruction, peer mediated supports, structured teaching, and emotional supports).
4. Describe strategies related to promoting a successful transition from school to adult life for individuals with ASD.
5. Examine the strategies for effective collaboration and communication with families of children with ASD and key stakeholders for the purpose of information sharing and collaborative planning with families.
6. Identify and investigate current educational issues impacting students with ASD.

SPED 6330. Social Skills and Autism
3 Credits (3)

This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 4330 and SPED 5330 with differentiated assignments. May be repeated up to 3 credits.

Prerequisite/Corequisite: SPED 4310 or SPED 5310 or SPED 6310.

Learning Outcomes

1. Analyze Autism Spectrum Disorders ASD (definition, characteristics, etiology).
2. Evaluate Social Skills characteristics and difficulties often associated with ASD.
3. Appraise current tools and strategies used to assess Social Skills problems in children with ASD.
4. Use assessment results to identify the Social Skills needs of children with ASD
5. Analyze the types of evidence-based practices used to address the Social Skills needs of children with ASD.
6. Design an intervention plan to address the Social Skills needs of a child with ASD.
7. Incorporate family preferences and values into the educational process of students with ASD.
8. Employ data collection procedures to evaluate the effectiveness of evidence-based practices for students with ASD.

SPED 6340. Communication and Autism
3 Credits (3)

This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 4340 and SPED 5340 and differentiated assignments. May be repeated up to 3 credits.

Prerequisite: SPED 4310 or SPED 5310 or SPED 6310.

Learning Outcomes

1. Analyze Autism Spectrum Disorders ASD (definition, characteristics, etiology).
2. Evaluate communication characteristics and difficulties often associated with ASD.
3. Appraise current tools and strategies used to assess communication problems in children with ASD.
4. Analyze the types of interventions used to address the communication needs of children with ASD.
5. Design an intervention plan to address the communication needs of a child with ASD.
6. Employ data collection procedures to evaluate the effectiveness of research-based interventions for students with ASD.

7. Incorporate family preferences and values into the educational process of students with ASD.

SPED 6810. Doctoral Seminar
1-4 Credits (1-4)
The seminar will engage doctoral students in scholarly dialogue and production. It will assist in preparing them for future careers in leadership roles. May be repeated up to 4 credits.
Learning Outcomes
1. Varies

SPED 6830. Current Research in Special Education
3 Credits (3)
Required for students seeking the Ed.D./Ph.D. M.A. degree. Restricted to majors. May be repeated up to 3 credits.
Learning Outcomes
1. Evaluate current research in special Education.
2. Read and evaluate original research articles published in peer reviewed academic journals.
3. Describe the elements of research.
4. Analyze the designs, methods, and applications of quantitative research in special education
5. Analyze the designs, methods, and applications of qualitative research in special education
6. Examine ethical issues and guidelines for conducting special education research.
7. Evaluate the elements of a research proposal.

SPED 6840. Current Issues in Special Education for Teaching in a Culturally Responsive Society
3 Credits (3)
Required for students seeking the Ed.D./Ph.D. May be repeated up to 3 credits.

SPED 6991. Doctoral Research
1-15 Credits (1-15)
Research. May be repeated up to 88 credits.
Learning Outcomes
1. Varies

SPED 6996. Selected Topics in Special Education
1-6 Credits (1-6)
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester. May be repeated up to 6 credits.
Learning Outcomes
1. Varies

SPED 6997. Independent Study Topics in Special Education
1-6 Credits (1-6)
A problem and seminar course for those pursuing an advanced graduate degree. Each course to bear an appropriate subtitle. May be repeated up to 99 credits.
Learning Outcomes
1. Varies

SPED 6998. Internship in Special Education
1-6 Credits (1-6)
Each course bears a qualifying subtitle. Maximum of 6 credits per semester. May be repeated up to 99 credits.

SPED 7000. Dissertation
1-9 Credits (1-9)
Credit may be earned by students who have successfully completed their doctoral comprehensive exams and presented their dissertation proposals to their committees. At least 18 credits are required during the course of dissertation study. May be repeated up to 24 credits.
Learning Outcomes
1. Varies