SPED-SPECIAL EDUCATION (SPED)

SPED 201. Topics
3 Credits
Offered under various subtitles that indicate the subject matter to be covered. May be repeated 3 times for a maximum of 9 credits.

SPED 202. Culture, Learning and Academic Achievement in a Diverse Society
3 Credits
Development of culturally responsive learning strategies, skills and utilization of support services, to enhance academic achievement. Restricted to: Main campus only.

SPED 210. Introduction to Special Education
3 Credits
For paraprofessional students who will be working with a teacher in a Special Education classroom. This class will provide an overview of characteristics of children with special needs, legal issues, framework of effective instruction and a variety of practical teaching and learning strategies that are relevant to the tasks and academic demands required in inclusive classrooms.

SPED 202. Culture, Learning and Academic Achievement in a Diverse Society
3 Credits
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.

SPED 350. Introduction to Special Education in a Diverse Society
3 Credits
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.

SPED 355. Introduction to Bilingual/Multicultural Special Education
3 Credits
Introduction to issues related to the provision of services to culturally and linguistically diverse students with exceptionalities. Same as BIL 355.

SPED 360. Elementary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits
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.

SPED 406. High Incidence Disabilities in a Diverse Society
3 Credits
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.

SPED 407. Low Incidence Disabilities in a Diverse Society
3 Credits
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations.

SPED 409. Reading for Elementary Exceptional Learners in a Diverse Society, K-6
3 Credits
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 509.

SPED 411. Reading for Elementary Exceptional Learners in a Diverse Society, 7-12
3 Credits
Extends information covered in SPED 509, which covers grades K 6. Strategies and materials are addressed.

SPED 450. Working with Young Children with Special Needs, Ages 3-8
3 Credits
Addresses competencies for working with young children with exceptionalities, ages three-eight, and their families. Public school, private school, Head Start and other models are included. Taught with SPED 550.
Prerequisite(s): SPED 350 or equivalent.

SPED 451. Assessment of Young Children, Birth-Eight
3 Credits
Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. Same as SPED 551.
Prerequisite: SPED 450.

SPED 452. Foundations of Visual Impairment
3 Credits
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. Taught with SPED 532 and SPED 632. Consent of Instructor required.

SPED 453. Functional Implications of Low Vision
3 Credits
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. Taught with SPED 532 and SPED 633.

SPED 454. Strategies for Teaching Students with Visual and Multiple Impairments
3 Credits
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. Taught with SPED 534 and SPED 634.
Prerequisite(s): SPED 453.

SPED 455. Braille I: Literacy for Students with Visual Impairments
3 Credits
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. Taught with SPED 536 and SPED 636.

SPED 457. Braille II: Literacy Skills for Students with Visual Impairments
3 Credits
This course facilitates an in-depth study of the Nemeth Braille Code for Mathematics and Science Notation as well as instructional strategies for using the abacus and developing numeracy. Specialized braille codes for computers, music, and foreign languages will be introduced. Taught with SPED 538 and SPED 638.
Prerequisite(s): SPED 455 or SPED 536 or SPED 636 or Consent of Instructor.
SPED 458. Intellectual Disabilities in a Diverse Society: An Introduction
3 Credits
Dealing with history, philosophy, goals and objectives, classification, and characteristics of intellectual disabilities. Taught with SPED 558 and SPED 658 with differentiated assignments. Consent of instructor required. Restricted to SPED majors.
Prerequisite(s): SPED 350 or SPED 500 or consent of instructor.

SPED 459. Classroom Management for Diverse Learners
3 Credits
Behavior-change strategies for exceptional learners.

SPED 460. Strategies for Teaching Students with Visual Impairments
3 Credits
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 adaptations, IFSP/IEP/ITP planning, and evidence-based practices. Taught with SPED 539 and SPED 639. Consent of Instructor required. Restricted to: SPED majors.
Prerequisite(s): SPED 453, SPED 455, SPED 457 or Consent of Instructor.

SPED 463. Introduction to Assessment of Diverse Exceptional Learners
3 Credits
Theory and use of norm and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs.

SPED 466. The Learning Disabled Student in a Diverse Society
3 Credits
Current definitions, conceptualizations, and techniques. Taught with SPED 566 SPED 666 with differentiated assignments. Restricted to SPED majors.
Prerequisite(s): SPED 350 or 500 or consent of instructor.

SPED 467. Behavior Disorders in a Diverse Society
3 Credits
An in-depth study of the classification, characteristics, educational needs, and professional literature regarding individuals with behavior disorders. Taught with SPED 567 and SPED 667 with differentiated assignments. Restricted to SPED majors.
Prerequisite(s): SPED 350 or SPED 500 or consent of instructor.

SPED 470. Life Span Development and Transition in a Diverse Society
3 Credits
Special problems associated with transitions over the life span, with emphasis on adolescent and adult needs. Attention to service approaches for public schools, sheltered workshops, residential hospitals, and group homes.

SPED 480. Secondary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits
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 580.

SPED 481. Practicum in Education, Equity and Cultural Diversity
3 Credits
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(s): SPED 350 and SPED 360 or consent of instructor.

SPED 482. Student Teaching SPED
12 Credits
Supervised teaching in a special education classroom and participation in a required seminar. Restricted to: SPED majors.
Prerequisite(s): SPED 481 and admission to student teaching.

SPED 483. Early Childhood SPED Student Teaching
6 Credits
A student teaching experience designed for students studying early childhood special education. Restricted to majors. Same as SPED 583.
Prerequisites: SPED 281 and admission to student teaching.

SPED 485. Introduction to Autism
3 Credits
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 585 and SPED 685.

SPED 486. Behavior and Autism
3 Credits
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 586 and SPED 686 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 487. Social Skills and Autism
3 Credits
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 587 and SPED 687 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 488. Communication and Autism
3 Credits
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 588 and SPED 688 with differentiated assignments.
Prerequisite(s): SPED485 or SPED585 or SPED685.

SPED 489. Topics
3 Credits
Offered under various subtitles which indicate the subject matter to be covered. May be repeated 3 times for a maximum of 9 credits.

SPED 495. Directed Study courses in Special Education
1-3 Credits
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits per semester and a grand total of 9 credits.
SPED 500. Introduction to Special Education in a Diverse Society  
3 Credits  
This course introduces the field of special education to regular educators.

SPED 501. Topics in Special Education  
1-3 Credits  
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 502. Problems  
1-3 Credits  
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 503. Contemporary Development  
1-3 Credits  
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 504. Introduction to Assessment of Diverse Exceptional Learners  
3 Credits  
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. Crosslisted with: SPED 463. Restricted to: SPED majors.

SPED 506. High Incidence Disabilities in a Diverse Society  
3 Credits  
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.

SPED 507. Low Incidence Disabilities in a Diverse Society  
3 Credits  
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 607 with differentiated assignments.

SPED 508. Nature and Needs of Gifted Learners  
3 Credits (3)  
An introductory course in the education of gifted students. The course provides an overview of the current and historical issues in the field. The intellectual, social, emotional, development, and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed. Taught with SPED 608

SPED 509. Reading for Elementary Exceptional Learners in a Diverse Society, K-6  
3 Credits  
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 409.

SPED 510. Current Issues in Special Education for Teaching in Culturally Responsive Society  
3 Credits  
Theoretical and empirical bases for special education practices. Skill development in critical thinking, reading, and writing in relation to contemporary problems. Taught with SPED 610.

SPED 511. Reading for Secondary Exceptional Learners in a Diverse Society, 7-12  
3 Credits  

SPED 512. Curriculum for Gifted Learners  
3 Credits (3)  
This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners. Taught with SPED 612.

SPED 513. Current Research in Special Education  
3 Credits  
Current investigations and research techniques.

SPED 514. Twice Exceptional and Special Populations of Gifted Learners  
3 Credits (3)  
This course is designed for all professional personnel who work with students who are gifted. It focuses on special populations of gifted learners who possess unique characteristics and needs. Emphases are placed on issues related to the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners. Taught with SPED 614

SPED 516. Strategies for Teaching Gifted Learners  
3 Credits (3)  
This course comprehensively reviews teaching-learning models that can be used in the development and implementation of a curriculum for gifted students. The field of gifted education has seen new program models developed, more research accomplished, and new materials published, and this class examines these changes. Taught with SPED 616

SPED 519. School Interventions and Organization in a Diverse Society  
3 Credits  
Introduces public school organization and laws and the psychosociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. Restricted to majors. Taught with SPED 619.

SPED 520. Reading Disabilities Structure of Language  
3 Credits  
The purpose of this course is to introduce the student to the structure of language, including phonology, morphology, syntax, semantics, and to orthography. In addition, students in this course will study each area of language and able to use this information in analyzing the process of reading and writing.

SPED 521. Intervention Techniques for Reading Disabilities  
3 Credits  
This course focuses on the systematic and explicit teaching of reading and writing skills. Included will be a summation of the most current reading research and its relevance to the field.

SPED 522. Practicum in Reading Disabilities  
3 Credits  
Supervised experience in assessing a student with reading disability, developing and intervention plan, and implementing and monitoring the interventions across time.

SPED 523. Advanced Curriculum for Diverse Exceptional Learners  
3 Credits  
Strategies for developing curricula appropriate to handicapped and gifted learners.  
Prerequisite: SPED 360 or consent of instructor.
**SPED 532. Foundations of Visual Impairment**  
3 Credits  
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. Taught with SPED 452 and SPED 632 with differentiated assignment.

**SPED 533. Functional Implications of Low Vision**  
3 Credits  
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. Taught with SPED 453 and SPED 633.

**SPED 534. Strategies for Teaching Students with Visual and Multisensory Impairments**  
3 Credits  
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. Taught with SPED 454 and SPED 634.  
**Prerequisite(s):** SPED 533.

**SPED 536. Braille I: Literacy for Students with Visual Impairments**  
3 Credits  
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. Taught with SPED 455 and SPED 636.

**SPED 537. Independent Readings in Special Education**  
1-3 Credits  
Each course shall be identified by a qualifying subtitle. Maximum of 6 credits, 3 credits per semester.

**SPED 538. Braille II: Numeracy for Students with Visual Impairments**  
3 Credits  
This course facilitates an in-depth study of the Nemeth Braille Code for Mathematics and Science Notation as well as instructional strategies for using the abacus and developing numeracy. Specialized braille codes for computers, music, and foreign languages will be introduced. Taught with SPED 457 and SPED 638 with differentiated assignments.  
**Prerequisite(s):** SPED 455 or SPED 536 or SPED 636 consent of instructor.

**SPED 539. Strategies for Teaching Students with Visual Impairments**  
3 Credits  
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. Taught with 460 and SPED 639. Restricted to: SPED majors.  
**Prerequisite(s):** SPED 533, SPED 536, SPED 538.

**SPED 541. Assessment of Reading and Writing**  
3 Credits  
Differential diagnosis of reading and writing disabilities is the focus of this course. Students will develop competencies to diagnose different types of reading problems, including dyslexia. Students will be taught how accurate differential diagnosis leads directly to targeted intervention.

**SPED 545. Technology and Exceptionality in a Diverse Society**  
3 Credits  
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 645.

**SPED 548. Field Experience in Education, Equity & Cultural Diversity**  
3 Credits  
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(s):** SPED 350 and SPED 360, or SPED 500 and SPED 523, or consent of instructor.

**SPED 550. Working with Young Children with Special Needs, Ages 3-8**  
3 Credits  
Addresses competencies for working with young children with exceptionalities, ages three eight, and their families. Public school, private school, Head Start and other models are included. Same as SPED 450 with differentiated assignments for graduate students. Same as ECED 550.  
**Prerequisite:** SPED 500 or equivalent, or consent of instructor.

**SPED 551. Assessment of Young Children, Birth Eight**  
3 Credits  
Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. Same as SPED 451.  
**Prerequisite:** SPED 550 or consent of instructor.

**SPED 552. Introduction to Orientation and Mobility**  
3 Credits  
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 concomitant 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.

**SPED 553. Beginning Orientation and Mobility**  
3 Credits  
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.  
**Prerequisite(s):** SPED 552.
SPED 554. Intermediate Orientation and Mobility  
3 Credits  
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.  
Prerequisite(s): SPED 553.

SPED 555. Advanced Orientation and Mobility  
3 Credits  
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.  
Prerequisite(s): SPED 554.

SPED 558. Intellectual Disabilities in a Diverse Society: An Introduction  
3 Credits  
Dealing with history, philosophy, goals and objectives, classification, and characteristics of intellectual disabilities. Same as SPED 458 and SPED 558 with differentiated assignments for graduate students. Consent of instructor required. Restricted to SPED majors.  
Prerequisite(s): SPED 350 or SPED 500.

SPED 559. Classroom Management for Diverse Learners  
3 Credits  
Behavior-change strategies for exceptional learners. Taught with SPED 459 with differentiated assignments for graduate students.

SPED 563. Assessment and Consultation for Exceptional Multicultural Populations  
3 Credits  
Covers formal and informal methods of assessment as well as consultation models for multicultural populations. Same as BIL 563, BIL 663, SPED 663.

SPED 566. The Learning Disabled Student in a Diverse Society  
3 Credits  
Current definitions, conceptualizations, and techniques. Taught with SPED 466 with differentiated assignments for graduate students. Restricted to SPED majors.  
Prerequisite(s): SPED 350 or SPED 500.

SPED 567. Behavior Disorders in a Diverse Society  
3 Credits  
An in-depth study of the classification, characteristics, educational needs, and professional literature regarding individuals with behavior disorders. Taught with SPED 467 and SPED 667 with differentiated assignments. Restricted to SPED majors.  
Prerequisite(s): SPED 350 or SPED 500 or consent of instructor.

SPED 570. Life Span Development and Transition in a Diverse Society  
3 Credits  
Covers special problems associated with transitions over the life span, with emphasis on adolescent and adult needs. Attention to service approaches for public schools, sheltered workshops, residential hospitals, and group homes. Taught with SPED 470.

SPED 580. Curriculum, Methods, and Materials for Secondary Special Education  
3 Credits  
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 480.

SPED 582. Student Teaching SPED  
12 Credits  
Culminating course required for graduate level students seeking initial licensure. Restricted to: SPED majors.  
Prerequisite(s): Bachelor's degree, SPED 548, and admission to student teaching.

SPED 585. Introduction to Autism  
3 Credits  
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 485 and SPED 685. Differentiated Assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 586. Behavior and Autism  
3 Credits  
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 486 and SPED 686 with differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 587. Social Skills and Autism  
3 Credits  
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 487 and SPED 687 with differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 588. Communication and Autism  
3 Credits  
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 488 and SPED 688 with differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 590. Masters Degree Seminar  
3 Credits  
Capstone review of current issues in special education. Each student will participate in a practice comprehensive oral exam.
SPED 598. Special Research Problems
1-3 Credits
Individual investigation either analytical or experimental. May be repeated for a maximum of 6 credits, 3 credits per semester.

SPED 599. Master's Thesis
15 Credits
Thesis.

SPED 600. Doctoral Research
1-15 Credits
Research.

SPED 605. Independent Study Topics in Special Education
1-6 Credits
A problem and seminar course for those pursuing an advanced graduate degree. Each course to bear an appropriate subtitle.

SPED 606. High Incidence Disabilities in a Diverse Society
3 Credits
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 506. Restricted to SPED and C D majors.
Prerequisite: Master's Degree.

SPED 607. Low Incidence Disabilities
3 Credits
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 507 with differentiated assignments.

SPED 608. Nature and Needs of Gifted Learners
3 Credits (3)
An introductory course in the education of gifted students. The course provides an overview of the current and historical issues in the field. The intellectual, social, emotional, development, and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed. Taught with SPED 508

SPED 610. Current Issues in Special Education for Teaching in a Culturally Responsive Society
3 Credits
Required for students seeking the Ed.D./Ph.D. Taught with SPED 510.

SPED 612. Curriculum for Gifted Learners
3 Credits (3)
This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners. Taught with SPED 512

SPED 613. Current Research in Special Education
3 Credits
Required for students seeking the Ed.D./Ph.D. Restricted to majors. Same as SPED 513.
Prerequisite: M.A. degree.

SPED 614. Twice Exceptional and Special Populations of Gifted Learners
3 Credits (3)
This course is designed for all professional personnel who work with students who are gifted. It focuses on special populations of gifted learners who possess unique characteristics and needs. Emphases are placed on issues related to the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners. Taught with SPED 514

SPED 616. Strategies for Teaching Gifted Learners
3 Credits (3)
This course comprehensively reviews teaching-learning models that can be used in the development and implementation of a curriculum for gifted students. The field of gifted education has seen new program models developed, more research accomplished, and new materials published, and this class examines these changes. Taught with SPED 516.

SPED 619. School Intervention and Organization in a Diverse Society
3 Credits
Introduces public school organization and laws and the psychosocial perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psychosocial educational point of view. Restricted to majors. Taught with SPED 519.

SPED 632. Foundations of Visual Impairment
3 Credits
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. Taught with SPED 452 and SPED 532.

SPED 633. Functional Implications of Low Vision
3 Credits
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. Taught with SPED 453 and SPED 533.

SPED 634. Strategies for Teaching Students with Visual and Multiple Impairments
3 Credits
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. Taught with SPED 454 and SPED 534.
Prerequisite(s): SPED 633.

SPED 635. Research in Special Education
1-6 Credits
Individual investigation either analytical or experimental. May be repeated for a maximum of 6 credits, 3 credits per semester. Required. Restricted to: SPED majors.

SPED 636. Braille I: Literacy for Students with Visual Impairments
3 Credits
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. Taught with SPED 455 and SPED 536.

SPED 638. Braille II: Numeracy for Students with Visual Impairments
3 Credits
This course facilitates an in-depth 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. Taught with SPED 457 and SPED 538.
Prerequisite(s): SPED 455 or SPED 536 or SPED 636.

SPED 639. Strategies for Teaching Students with Visual Impairments
3 Credits
This course covers assessment, curricular adaptation’s, knowledge of transition age, young children with multiple disabilities, and assistive technology. Taught with SPED 460 and SPED 539. Consent of Instructor required. Restricted to: SPED majors.
Prerequisite(s): SPED 633, SPED 636, SPED 638 or Consent of Instructor.
SPED 640. Internship in Special Education
1-6 Credits
Each course bears a qualifying subtitle. Maximum of 6 credits per semester.

SPED 645. Technology and Exceptionality in a Diverse Society
3 Credits
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 545.

SPED 662. Elementary Curriculum Methods and Materials for Special Education in a Diverse Society
3 Credits
ESL and bilingual methods applied to bilingual exceptional students. Appropriate curriculum needs and materials development are also included. Taught with SPED 360, SPED 562.

SPED 685. Introduction to Autism
3 Credits
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 585 and SPED 485.

SPED 686. Behavior and Autism
3 Credits
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 486 and SPED 586 with differentiated assignments.

Prerequisite(s): SPED485 or SPED585 or SPED685.

SPED 687. Social Skills and Autism
3 Credits
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 487 and SPED 587 with differentiated assignments.

Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 688. Communication and Autism
3 Credits
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 488 and SPED 588 and differentiated assignments.

Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 690. 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. Same as CD 690.

SPED 698. Selected Topics in Special Education
1-6 Credits
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 700. Dissertation
9 Credits
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 for a maximum of 24 credits. Restricted to majors.