SPED 200 (3 cr hrs)
Introduction to Special Education
This course is designed to provide a historical, political, and sociological survey of the areas of exceptionality in the field of special education. The course will identify significant changes which have occurred in the education of exceptional populations and provide an introductory experience concerning the various disability groupings.

Prerequisite Required: EDUC 209 or
Corequisite Required: EDUC 209

SPED 300 (3 cr hrs)
Assessment in Special Education
Tests commonly used for children with suspected disabilities are administered and interpreted in this course. Emphasis is on the use of formal and informal assessment procedures to diagnose strengths and weaknesses of students which may affect academic performance.

Prerequisites Required: EDUC 317, SPED 200

SPED 307 (2 cr hrs)
Special Education Practicum
The purpose of the course is to provide a classroom experience in a Special Education setting.

Prerequisite Required: Admission to Teacher Education
Corequisite Required: SPED 430

SPED 309 (1 cr hrs)
Early Childhood/Special Education Practicum
This course is designed to provide students with an opportunity to observe the specific methods in Preschool through Kindergarten being studied in early childhood/special education methods classes and to begin to practice those methods.

Prerequisite Required: Admission to Teacher Education
Corequisite Required: SPED 405

SPED 353 (3 cr hrs)
Speech Correction and Development
This course identifies the unique educational problems of children with speech deficiencies with an emphasis on identification and remediation.

Prerequisite Required: Admission to Teacher Education

SPED 383 (3 cr hrs)
Education of Students with Autism and Low Incidence Disabilities
This course is designed to prepare teacher candidates with the ability to recognize and build upon the strengths and needs of students with low incidence disabilities. They will also be able to employ various instructional strategies and locate appropriate educational materials for students with low incidence disabilities and autism spectrum disorder.

SPED 385 (3 cr hrs)
Education of Students with Cognitive Disabilities
This course is designed to prepare the teacher candidate with the ability to work with students who have cognitive disabilities, and address their strengths and needs. The course is also designed to help the teacher candidate understand and implement various instructional procedures and locate appropriate educational materials for students with cognitive disabilities.

Prerequisites Required: Admission to Teacher Education, SPED 200
SPED 393 (3 cr hrs)
The Special Education Process from Referral to Post-Graduation
This course is designed to provide teacher candidates with an understanding of the entire special education process from pre-referral through transition to post-secondary education or the workforce. Particular emphasis will be placed on the rights of students and parents during the transition process.
Prerequisites Required: Admission to Teacher Education, SPED 200

SPED 405 (3 cr hrs)
Special Education/Early Childhood Characteristics & Methods
This course is designed to enable the student to master the knowledge of the purposes, unique features, service delivery, and issues in the field of early childhood special education. Basic information about the foundations of early childhood special education programs and sources of current research about this rapidly growing field will be studied. Current best practice instructional methods will be a major focus of this course.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or Corequisite)
Corequisite Required: SPED 309

SPED 407 (1 cr hrs)
Special Education Program Coordination Practicum
This course provides a minimum of 40 hours of field experience in a special education setting, with the focus on developing knowledge and skills related to coordinating special education programs.
Prerequisite Required: Admission to Teacher Education
Corequisite Required: SPED 450

SPED 420 (3 cr hrs)
Differentiating Assessment Practices in an Inclusive Setting
This course is designed to give teacher candidates the ability to assess students in inclusive settings. Teacher candidates will learn how to adapt teaching methods, the curriculum, and most importantly, assessments of learners with special needs who are taught in an inclusive classroom.
Prerequisites Required: Admission to Teacher Education, 317, SPED 200

SPED 421 (3 cr hrs)
Early Childhood/Special Education Student Teaching
Observation, laboratory, and practical application of learning principles in Preschool through Kindergarten settings. Students teach full-time for four to sixteen weeks.

SPED 430 (3 cr hrs)
Special Education Methods
This course is designed to develop skills necessary for teaching Special Education students (K-12) with mild/moderate disabling conditions. Emphasis is on developing knowledge, skills and techniques for successful teaching in multi-categorical resource room settings and inclusionary educational programs.
Prerequisites Required: Admission to Teacher Education, EDUC 317 (or corequisite)
Corequisite Required: SPED 307

SPED 435 (3 cr hrs)
Special Education Student Teaching
Observation, laboratory, and teaching experience in the special education classroom. Students teach full-time for four to sixteen weeks.

SPED 440 (3 cr hrs)
Behavior Management
The course will focus on the basic principles of behavior management as well as survey practical applications of this approach. Course content will include theoretical implications, behavioral and functional analysis, targeting behaviors, collecting information, interventions, positive behavioral support, and monitoring for change.
Prerequisite Required: Admission to Teacher Education
SPED 450 (3 cr hrs)
Coordination of Special Education Programs
This course is designed to provide the teacher candidate with the skills needed to coordinate a special education program. Topics addressed include: individualized education plans (IEPs), implementing classroom and individual behavior management strategies, conducting classroom assessment of specialized instruction, supervising paraprofessionals, implementing instructional planning and strategies, developing collaborative consultation and home-school partnerships, and learning about stress reduction strategies and time management techniques.

Prerequisites Required: Admission to Teacher Education, EDUC 317 (or corequisite)
Corequisite Required: SPED 407

SPED 460 (3 cr hrs)
Transitional Strategies
This course is designed to provide background knowledge about all transitional phases during a student's education, the legal foundation of transition, and the role the family plays in this process. Transitions during early childhood, middle school, high school, and post-graduation will be covered. Other topics include: assessment, selecting the least restrictive environment, integrating transition into the IEP, work-based learning, job placement and supervision, postsecondary education, living in the community, and resources for transition.

Prerequisites Required: Admission to Teacher Education, SPED 200

SPED 465 (3 cr hrs)
Education of Students with Emotional/Behavioral Disorders
This course is designed to investigate the etiology, classification, and treatment for children and adolescents with emotional, social and behavioral impairments. It examines the historical and philosophical contexts, major theoretical perspectives, and instructional alternatives. Current best practice and research related to the topic will be explored.

Prerequisites Required: Admission to Teacher Education, SPED 200

SPED 470 (3 cr hrs)
Social and Emotional Learning
This course will focus on the essentials of social and emotional learning in various educational settings. Using social and emotional learning to foster academic learning will be explored in addition to social and emotional curricula, how social and emotional learning can and will affect students, as well as what to do when social and emotional learning in the classroom is not enough.

Prerequisite Required: Admission to Teacher Education
Corequisites Required: SPED 440 and SPED 465

SPED 475 (3 cr hrs)
Behavior Intervention & Practicum
This course will focus on the basic principles of behavior management and provide a hands-on opportunity for their application in a specialized education setting by teacher candidates. Course content will include reflection opportunities for analysis regarding behavior observations and positive behavior support implementation. Content will also include opportunities for implementation of a behavior change project including data collection in the form of a simple functional behavioral assessment, behavior intervention design and implementation, collection and analysis of intervention results, as well as reflection on the intervention process as a whole. Last, content will include the teaching of specific behavior lessons involving social skills, self-advocacy, and behavior intervention strategies.

Prerequisite Required: Admission to Teacher Education
Corequisites Required: SPED 440, SPED 465, & SPED 470