

SPED: SPECIAL EDUCATION (SPED)

SPED 323. Charc Excep'L Learners (Fb). (3 Credits)

This course is designed to provide students with in-depth knowledge of the theories, characteristics, etiology, and educational implications of students with exceptional learning needs. These include: related disabilities such as attention deficit disorders; specific age-span and developmental issues; cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking; levels of severity; multi-cultural influences; and medical aspects including medication, nutrition, genetics, and neurology. The course will describe deficits in academic, cognitive, socio-emotional behaviors; educational, technological, and medical interventions; placement options; curriculum design and current research on instructional approaches, and technology use. Prerequisite(s): Admission to Teacher Education Program.

SPED 325. Survey Ed Of Except Child (Fe). (3 Credits)

SPED 325 - SURVEY OF EXCEPTIONAL CHILDREN - 3 Semester Hours
This course provides an introduction to the philosophical, historical, and legal foundations of special education. The course highlights the characteristics of children and youth with disabilities relative to age and severity levels; medically related etiological perspectives of various disabilities; special education laws, etc. Developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning are addressed. An understanding of ethical issues and the practice of accepted standards of professional behavior is also addressed. Current regulations governing alternatives placements/ programs in schools are highlighted. Strategies to promote successful integration of students with disabilities with their non-disabled peers will be taught. The structure and organization of general education classrooms and other instructional settings representing the continuum of special education will be addressed. An overview of continuum of services, assessment procedures, curriculum planning, and instructional strategies are provided. Candidates will be required to complete a field experience requirement of 15 hours as a part of this course.

SPED 328. Read/Lang Develop Except'L Lea. (3 Credits)

Through this course, the student will develop the skills required to 1) assess and develop the language and reading skills of exceptional learners from Pre K through adolescence, with emphasis given to reading, 2) distinguish between the influence of cultural differences and disability in the acquisition and development of skills, 3) develop IEPs based on appropriate use of the general education curriculum and the SOLs, 4) design, select, implement, and evaluate language and reading programs, and 5) use technology in language and reading instruction.

SPED 402. Diagnosis Of Educational Needs. (3 Credits)

This course is designed to provide an understanding and application of the foundation of assessment and evaluation related to best educational practice such as legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities. The course will discuss the impact of cultural, linguistic, and other variables on assessment findings and placement decisions. Students will select, administer, score, and interpret various formal and informal individual and group instruments and summarize findings for eligibility, placement, and instructional decisions. Prerequisite(s): Admission to Teacher Education Program. STAT 210, Elementary Statistics.

SPED 403. Classroom Mgmt Ed Setting (FE). (3 Credits)

This course is designed to address the skills that contribute to an understanding and application of classroom management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavior conduct and skills consistent with norms standards, and rules of the educational environment. This course shall address diverse approaches based upon behavioral, cognitive, affective, social, and ecological theory and practice in a classroom setting. Prerequisite(s): Admission to Teacher Education Program.

SPED 423. Curr/Instr Excep'L Ch (Fb). (3 Credits)

This course, offered in a field-based setting, conveys knowledge of a wide range of assessment procedures for students with exceptional learning needs to assist in instruction and life-planning. These include: use of assessment procedures to identify individual instructional needs in areas including reading, receptive and expressive language, written language and mathematics; ability to interpret educational assessment results to parents, students and other professionals. This course makes use of assessment, evaluation, and other information to develop and implement individualized educational programs (IEP) and group instruction for individuals with exceptional learning needs within the continuum of services. These services include: pragmatic language and social skills; providing explicit instruction of reading and spelling in a systematic and cumulative manner based upon understanding the structure and development of the English language and its components; use of multi-sensory approaches, cognitive learning strategies, study skills, accommodations for diverse learning styles, and technology; and designing alternative ways to teach content, including adaptations and modifications of curricula, and the selection of specialized instructional materials appropriate to the needs of the student with exceptional learning needs Prerequisite(s): Admission to Teacher Education Program.

SPED 425. Transitional Education. (3 Credits)

This course is designed to prepare candidates to work with families to promote successful student transitions throughout the educational experience, including post-secondary training, employment, and independent living. This course addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations. Prerequisite(s): Admission to Teacher Education Program.

SPED 442. Comm & Colla With Parents (Fe). (3 Credits)

This course will prepare students to acquire knowledge and skills in authentic consultation, collaboration and case management. The course will provide opportunities to discuss approaches, demonstrate methods, and utilize activities that aim at involving parents in educational and multidisciplinary conferences, working with paraprofessionals, community agencies, service providers, etc. Team approaches and collaborative work environments will be utilized. Prerequisite(s): Admission to Teacher Education Program.