

SPECIAL EDUCATION (SPED)

SPED 409 Directed Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, CPR Certification, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, EDUC 440, EDUC 441, EDUC 491, EDUC 492, SPED 420, SPED 421, SPED 422, SPED 430, and SPED 450

. Directed student teaching in general education (5 weeks) and special education (10 weeks). May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit, Audit

Semester Hours: 3-6

SPED 420 Foundations of Inclusive Education

This course focuses on inclusive education in neurodiverse learners. The emphasis is placed on neurodiversity from a strengths-based perspective including IDEA mild to moderate disability categories, traumatic brain injury, orthopedic impairment, autism spectrum disorders, ADHD and dyslexia. Language and communication, social skills, behavior, and processing disorders and their implications for assessment, Individual Education Plans, program planning and case management are discussed. Understanding a range of factors and their influence on learning including the effects of poverty, race, and socioeconomic status, resilience and protective factors. Theories of typical and atypical child development are discussed with implications for applied contexts, including educational, hospital and home settings. The contexts of development, including families, schools, communities, and culture are integrated. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

SPED 421 Literacy Assessment and Intervention Practicum 1

Prerequisite: Submission of Certificate of Clearance and Tuberculosis Clearance,

This course provides the opportunity for candidates to practice administering literacy assessments and design and deliver individualized interventions. Emphasis is placed on collaborating with other relevant professionals and working with families to promote literacy. This course focuses on emergent literacy for children in grades K-4. Must also register for EDUC 425 in the same term. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 1

SPED 422 Literacy Assessment and Intervention Practicum 2

This course provides the opportunity for candidates to practice administering literacy assessments and design and deliver individualized interventions. Emphasis is placed on collaborating with other relevant professionals and working with families to promote literacy. This course focuses on early adolescent literacy and comprehension for children in grades 4-12. Must also register for EDUC 440 in the same term. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 1

SPED 430 Assessment Practices and IEP Development

Covers curriculum, assessment, and instruction in special education service delivery. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Letter, Audit

Semester Hours: 3

SPED 450 Inclusive Educational Systems - Law, Behavior and Case Management

This course focuses on cross section of theories including social justice and culturally responsive pedagogy, and considers legal and ethical variables relevant to orchestrating learning across PK-12 settings, especially inclusive settings, where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional emphasis will include case management, collaboration, and navigating complex educational systems. There will be a strong emphasis on using a strengths-based understanding of neurodiversity and the influence of social and cultural factors on learning. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions. Letter grade only. Not challengeable.

Grade Mode: Letter, Letter

Semester Hours: 3

SPED 459 Intern Teaching

Prerequisite: Completion of EDUC 470 and SPED 457

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459A Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459B Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459C Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459D Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459E Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 459F Intern Teaching

Prerequisite: Certificate of Clearance, CBEST completion, a minimum score of 3 on the LFCE writing assessment, TB Clearance, RCS 100 or approved speech course, completion PLSC 201 or approved constitution course, and completion of EDUC 425, EDUC 426, SPED 420, SPED 421, and SPED 430

Each intern teacher will complete a fifteen-week intern teaching assignment each semester under the bi-weekly supervision of a University supervisor and a school-site supervisor. The intern teacher shall remain under supervision until he/she has successfully passed SPED 409: Advanced Supervised Teaching to complete the credential program. May be taken four times for credit. May be taken for credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Audit

Semester Hours: 3

SPED 497 Introduction to Supervised Teaching, Special Education

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, CPR Certification, and completion PLSC 201 or approved constitution course, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

Five weeks of supervised teaching in public schools, complemented by seminars on applicable topics. Students are placed by the University in grades K-8 for multiple subject candidates and grades 7-12 in subject specific areas for single subject candidates. Must be completed in residency at a site approved by the University. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

SPED 497A Introduction to Directed Teaching - Mild/Moderate Accelerated Pathway

Prerequisite: Completion of or concurrent enrollment in SPED 420 and SPED 450

This course is designed to give teacher candidates in the Mild/Moderate and/or Extensive Support Needs Preliminary Education Specialist credential program an opportunity to demonstrate their classroom instructional skills under the direction and supervision of a university supervisor, and a School-Site Support Provider/Master Teacher. Support for completion of EDSP TPA Cycle 1 is provided. Candidates will be accountable to the appropriate Teacher Performance Expectations. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit
Semester Hours: 3

SPED 497E Introduction to Directed Teaching - Extensive Support Needs

Prerequisite: TB Clearance, Certificate of Clearance, completion of CBEST or equivalent, CSET completion or subject matter competency, CPR Certification, and completion PLSC 201 or approved constitution course, RCS 100 or approved speech course, EDUC 420 or approved health foundations course, and completion of (EDUC 425 or EDUC 427) and (EDUC 426 or EDUC 428) and (EDUC 440 or EDUC 442) and (EDUC 441 or EDUC 443) and (EDUC 491 or EDUC 494A-J) and (EDUC 492 or EDUC 495)

This course is designed to give teacher candidates in the Mild/Moderate and/or Extensive Support Needs Preliminary Education Specialist credential program an opportunity to demonstrate their classroom instructional skills under the direction and supervision of a university supervisor, and a School-Site Support Provider/Master Teacher. Support for completion of EDSP TPA Cycle 1 is provided. Candidates will be accountable to the appropriate Teacher Performance Expectations. Credit/No Credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit
Semester Hours: 3

SPED 497F Introduction to Directed Teaching - Extensive Support Needs Accelerated Pathway

Prerequisite: Completion of or concurrent enrollment in SPED 420 and SPED 450

This course is designed to give teacher candidates in the Mild/Moderate and/or Extensive Support Needs Preliminary Education Specialist credential program an opportunity to demonstrate their classroom instructional skills under the direction and supervision of a university supervisor, and a School-Site Support Provider/Master Teacher. Support for completion of EDSP TPA Cycle 1 is provided. Candidates will be accountable to the appropriate Teacher Performance Expectations. Credit/no credit only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit
Semester Hours: 3

SPED 498 Advanced Directed Teaching - Mild/Moderate Support Needs

Prerequisite: Completion of SPED 497

This course is designed to give teacher candidates in the Mild/Moderate and/or Extensive Support Needs Preliminary Education Specialist credential program an opportunity to demonstrate their classroom instructional skills under the direction and supervision of a university supervisor, and a School-Site Support Provider/Master Teacher. Support for completion of EDSP TPA Cycle 2 is provided. Candidates will be accountable to the appropriate Teacher Performance Expectations. Letter grade only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit
Semester Hours: 3-6

SPED 498A Advanced Directed Teaching - Mild/Moderate Accelerated Pathway

Prerequisite: Completion of or concurrent enrollment in SPED 421 and SPED 422, and completion of all of the following: SPED 420, SPED 430, SPED 450, SPED 497A

This course is designed to give teacher candidates in the Mild/Moderate and/or Extensive Support Needs Preliminary Education Specialist credential program an opportunity to demonstrate their classroom instructional skills under the direction and supervision of a university supervisor, and a School-Site Support Provider/Master Teacher. Support for completion of EDSP TPA Cycle 2 is provided. Candidates will be accountable to the appropriate Teacher Performance Expectations. Letter grade only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit
Semester Hours: 3

SPED 498B Advanced Directed Teaching Mild/Moderate Support Needs Bridge

This course is designed to give teacher candidates with a Mild/Moderate Disabilities Credential experience with the updated Teacher Performance Expectations competencies required for the Mild Moderate Support Needs Credential. Candidates will have the opportunity to demonstrate their classroom instructional skills under the direction and supervision of a university supervisor, and a School-Site Support Provider/Master Teacher. Candidates will be accountable to the appropriate Teacher Performance Expectations. Letter grade only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit
Semester Hours: 3

SPED 498E Advanced Directed Teaching - Extensive Support Needs

Prerequisite: Completion of SPED 497E

This course is designed to give teacher candidates in the Mild/Moderate and/or Extensive Support Needs Preliminary Education Specialist credential program an opportunity to demonstrate their classroom instructional skills under the direction and supervision of a university supervisor, and a School-Site Support Provider/Master Teacher. Support for completion of EDSP TPA Cycle 2 is provided. Candidates will be accountable to the appropriate Teacher Performance Expectations. Letter grade only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit
Semester Hours: 3-6

SPED 498F Advanced Directed Teaching - Extensive Support Needs Accelerated Pathway

Prerequisite: Completion of or concurrent enrollment in SPED 421 and SPED 422, and completion of all of the following: SPED 420, SPED 430, SPED 450, SPED 497F

This course is designed to give teacher candidates in the Mild/Moderate and/or Extensive Support Needs Preliminary Education Specialist credential program an opportunity to demonstrate their classroom instructional skills under the direction and supervision of a university supervisor, and a School-Site Support Provider/Master Teacher. Support for completion of EDSP TPA Cycle 2 is provided. Candidates will be accountable to the appropriate Teacher Performance Expectations. Letter grade only. Not challengeable.

Grade Mode: Credit/No Credit, Credit/No Credit

Semester Hours: 3

SPED 501 Assessment: Advanced Professional Awareness

This course provides an introduction to a wide variety of skills necessary to be successful in the Master's Program: it is designed to provide an overview of topics in research, academic writing, and professional orientation, as well as an introduction to theoretical foundations in the field of special and inclusive education. Letter grade only. Not challengeable.

Semester Hours: 3

SPED 502 Neurobiology & Learning

This course emphasizes basic knowledge of neurobiology as it pertains to learning variations such as learning disability. Theoretical background, current research and practice are emphasized. Can be taken for letter grade only.

Grade Mode: Letter, Audit

Semester Hours: 3

SPED 504 Current Issues Policies SPED

Ethical and legal issues in special education. Legislation pertaining to disabled students--PL-94-142 (now IDEA) and public school practice.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

SPED 505 Advanced Positive Behavior Support: Theory and Practice

Different educational and psychological strategies for children in understanding of behavior, discipline, and corrective/flict. Self-behavioral analysis, student behavioral analysis, lectures, and activities to gain better techniques in the classroom.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

SPED 507 Advanced Curriculum

Methods of curriculum implementation and program evaluation. Commercial curriculum materials and teacher-made instructional programs examined.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 3

SPED 508 Life Cycle Transitions

Theory and practice of transitions in Special Education for mild-moderate special needs learners. Can be taken for letter grade only. Not challengeable.

Grade Mode: Letter, Audit

Semester Hours: 3

SPED 555 Characteristics of Infants, Toddlers, and Preschoolers with IFSPs and IEPs

Theory and methodology regarding emotional and moral maturity and personal confidence. Techniques to help students develop self-awareness, self-acceptance, and self-regulation. Offered infrequently. Credit/No Credit only. Not challengeable

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SPED 556 Collaborating with Families of Young Children with Special Needs

Prerequisite: Completion of or concurrent enrollment in SPED 555 Counseling issues and techniques for the families of exceptional individuals, including individuals with disabilities and those at risk of school failure.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SPED 557 Infant/Preschool Assessment and Instruction

Prerequisite: Completion of SPED 555 and SPED 556 Motor-perceptual and perceptual-cognitive difficulties that interfere with learning; screening, testing, and remedial techniques. Offered infrequently. Credit/no credit only. Not challengeable.

Grade Mode: Letter, Credit/No Credit

Semester Hours: 4

SPED 596 Graduate Seminar

Prerequisite: Completion of ASCD 504 or ASCL 504 and completed application for Advanced Standing Culminating activity for the master's program. Includes preparation, presentation, discussion, and evaluation of research papers, researched and written by each student. Not challengeable.

Semester Hours: 3

SPED 599 Graduate Independent Study

Student-designed courses approved by a faculty member. Prior approval of goals, objectives, procedures, and assessment plan as directed in the Independent Study Manual is required. May be taken multiple times with a different topic for credit.

Grade Mode: Letter, Credit/No Credit, Audit

Semester Hours: 1-6