SEIP 200 Introduction to Diverse Learners (3 crs)
Students will be introduced to the unique needs of diverse learners (4K-12) through the lens of Special Education. The identification and characteristics of multiple disability populations (learning, intellectual, emotional, physical, health, etc.) will be presented and discussed. Topics related to identification, services, disability/education law, research, current issues and trends, transition to post-school outcomes, family/parent roles, individual rights, cultural diversity and assistive technology will be addressed. This class meets the Liberal Education requirement of R3.

Attributes: LE-R3 Civic and Environmental Issues
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 208 School Experiences in Special & Inclusive Education (3 crs)
Prerequisite: B- in SEIP 200. Limited to admitted majors in SEIP. This course provides school-based experiences in both special education and regular elementary education environments. School-based experiences will be supported through seminar sessions on campus throughout the semester. 50+ hours of school-based lab are required. Students must provide their own transportation or develop a schedule that allows for the use of public transportation.

Grading Basis: A-F Grades Only
Seminar Hours: 1
Practicum Hours: 2

SEIP 219 Introduction to Developmental Disabilities and Autism Spectrum Disorders (3 crs)
Prerequisite: SEIP 200
This course is designed to introduce students to the field of low incidence/high support needs disabilities (which generally occur in less than 1% of the population). In this course students will learn about the history of low incidence disability, applicable laws, family and cultural impacts, and a closer look into the behavior, curriculum, learning needs, assessment needs, and health concerns of these students. In this course university students will be presented with information on the causes and characteristics of Developmental Delays, Intellectual Disabilities, and Autism Spectrum Disorder; the impact of these on people’s lives; historical views; and social, educational, and vocational considerations for people within these groups.

Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 306 Applied Behavior Analysis for Teachers (3 crs)
Prerequisite: SEIP 200, or SPED 300, or SPED 400 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. This course will introduce the student to models, methods, and materials for managing the classroom behavioral problems of children with exceptional needs. The course will focus on the acquisition and development of skills which will permit teachers to: (a) manage behaviors that are counterproductive to learning in the classroom, (b) teach prosocial interpersonal behaviors that facilitate successful functioning in schools and society, and (c) structure the classroom environment so that both academic and social interpersonal behaviors produce appropriate consequences for children.
Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 340 Introduction to Mild Disabilities (3 crs)
Prerequisite: B- or above in SEIP 200; SPED 205 or SEIP 208; CSD Majors with Junior Status; or consent of Instructor
This course is a survey of the causes, characteristics, and challenges of children and adolescents with mild disabilities, including those with emotional behavioral disabilities and specific learning disabilities.
Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 470 Student Teaching in Special Education K-12 (5 crs)
• Admission to professional semester and department approval.
Student teaching in special education class all day for one-half semester or half days for one semester.
Repeat: Course may be repeated for a maximum of 10 credits

SEIP 472 Student Teaching in Special Education (3 crs)
Consent: Department Consent Required
• Admission to professional semester.
Student teaching in special education and inclusive practices for students seeking to extend a certification.
Repeat: Course may be repeated for a maximum of 6 credits

SEIP 475 Internship Teaching (5-10 crs)
Consent: Department Consent Required
• Admission to the professional semester and departmental approval is required.
The intern is a paid contractual member of a public school staff who spends an entire semester in a school system, including the opening and closing periods.
Attributes: Internship, Special Course Fee Required
SEIP 506 Applied Behavior Analysis for Teachers (3 crs)
Prerequisite: SEIP 200, or SPED 300, or SPED 400, or consent of instructor.
Limited to teaching majors admitted to College of Education and Human Sciences.
• Cross-listed with SPED 306. Credit may not be earned in both courses.
This course will introduce the student to models, methods, and materials for managing the classroom behavioral problems of children with exceptional needs. The course will focus on the acquisition and development of skills which will permit teachers to: (a) manage behaviors that are counterproductive to learning in the classroom, (b) teach prosocial interpersonal behaviors that facilitate successful functioning in schools and society, and (c) structure the classroom environment so that both academic and social interpersonal behaviors produce appropriate consequences for children.
Grading Basis: No S/U Grade Option
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 540 Introduction to Mild Disabilities (3 crs)
Consent: Department Consent Required
• Dual-listed with SEIP 340. Credit may not be earned in both courses.
This course is a survey of the causes, characteristics, and challenges of children and adolescents with mild disabilities, including those with emotional behavioral disabilities and specific learning disabilities.
Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0