

SPECIAL EDUCATION AND INCLUSIVE PRACTICES (SEIP)

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: Grade of C or above in SEIP 200.

This course provides school-based experiences in both special education and general 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 implications, 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 300 Inclusive Practices for Secondary Educators (3 crs)

Prerequisite: Limited to teaching majors admitted to professional education program.

• *Limited to secondary education majors. NOTE: Upper division courses required of special education majors carry the prerequisite of admission to the student's professional program. Department recommends SEIP 200 completion prior to SEIP 300.*

Surveys characteristics of diverse learners including students with disabilities, cultural differences, and at-risk concerns. Provides knowledge and practice regarding the secondary general educator's role related to special education processes, professional collaboration, and curricular adaptations/modifications which promote inclusion of students with disabilities in the general education classroom. Course content focuses on expanding access for students with disabilities using the Universal Design for Learning framework.

Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 301 Inclusive Early Reading (3 crs)

Prerequisite: Grade of C or above in SEIP 208 or department consent

Pre-service teachers learn to teach reading and writing acquisition skills for students in PreK through beginning reading levels. Reading skills learned include research and evidence-based practices for providing instruction in the five pillars of reading (i.e., phonemic awareness, phonics, vocabulary, comprehension, fluency). Writing skills learned include research and evidence-based practices for providing instruction from pre-writing skills (e.g., development of writing, copying shapes and letters) through paragraph writing.

Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 306 Applied Behavior Analysis for Teachers (3 crs)

Prerequisite: SEIP 200, or SEIP 300, or SEIP 400.

• *Dual-listed with SEIP 506.*

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 322 Play and Sensory Pedagogy (3 crs)

Prerequisite: Grade of C or above in SEIP 208.

This course emphasizes play pedagogy and the importance of connecting the various components of play into teaching and learning in intentional/effective ways for all children to succeed and engage in/with their learning. Components of sensory processing for individuals and as part of classroom/environment design are investigated as well as the Universal Design for Learning (UDL) framework. These concepts are applied within teaching, the learning environment, and with other educational stakeholders. Topics include advocacy, creativity, risk-taking, culture, language, social engagement opportunities, behavior, observation, data collection, and child development within the context of play. Play theory and sensory integration are examined to expertly embed IEP/IFSP goals into the routines, environments, learning opportunities, and social interactions provided to children with disabilities.

Attributes: Undergraduate/Graduate Offering, Special Course Fee Required
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 324 Language and Cultural Diversity (3 crs)

Prerequisite: Grade of C or above in SEIP 208.

•Dual-listed with SEIP 524. Credit may not be earned in both courses.

This course explores language/cultural diversity in the PK-9th grade classrooms. Topics include literacy, social and instructional language development, anti-bias education, advocacy, self-reflection, and the intentional diversification of classroom materials, environments, and topics. Strategies for collaboratively and intentionally involving families/caregivers in the literacy process while supporting their language and culture in the classroom are also discussed.

Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 331 Special Education Policies, Procedures, and Planning (3 crs)

Prerequisite: Grade of C or above in SEIP 208.

This course is designed for students to begin the process of writing and reviewing IEPs for students in special education. Specific IEP forms will be used to demonstrate the procedures while discussing variations in the overall process. As students develop an IEP, the importance of measurable goals and appropriate accommodations/modifications will be discussed. In addition, topics related to legal procedures, data collection, and collaboration will be addressed.

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: Grade of C or above in SEIP 208.

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 400 Inclusive Practices for Elementary-Middle Educators (3 crs)

Prerequisite: Elementary-middle education majors admitted to professional education program.

•Dual-listed with SEIP 600.

Designed to help elementary-middle level educators in observing, identifying, and teaching diverse learners including children with disabilities, cultural differences, gifts/talents and/or at-risk concerns. Provides knowledge and practice related to special education processes, professional collaboration, and curricular adaptations/modifications.

Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 401 Assessment of Students with Disabilities (3 crs)

Prerequisite: Grade of C or above in SEIP 208.

Application of assessment terminology and statistical concepts. Selection, administration of tests, and interpretation of scores from teacher-made, norm-referenced, and criterion-referenced assessments.

Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 402 Collaboration for Student Success (3 crs)

Prerequisite: Grade of C or above in SEIP 208.

•Dual-listed with SEIP 602. Credit may not be earned in both courses.

This course will provide students with the knowledge and skills related to collaboration skills with parents, teachers, agencies and other school personnel that impact students with disabilities. Parent and family relations, conflict resolution, co-teaching practices, Special Education law and ethical behavior will also be presented.

Attributes: Undergraduate/Graduate Offering
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 404 Pre-Student Teaching Experience with Individuals with Disabilities (3 crs)

Prerequisite: Grade of C or above in SEIP 208. Must be taken concurrently with SEIP 431/SEIP 631.

Students will observe, interact (with), and reflect, with regards to individuals with mild (and at-times moderate) disabilities. Students will also demonstrate effective teaching skills out in the field and will participate in teaching assignments relevant to their placements and as assigned in SPED/SEIP 431 (Academic Skills for Elementary/Early Middle School Students with Disabilities) or by course instructor(s). Approximately 90 hours of school-based placement.

Attributes: Service-Learning, Full 30 Hours, Undergraduate/Graduate Offering
Lecture/Discussion Hours: 1
Lab/Studio Hours: 2

SEIP 405 Instructional Internship in Special Education and Inclusive Practices (1-3 crs)

Prerequisite: 3.00 or higher GPA in SEIP program courses. Limited to SEIP majors.

Consent: Department Consent Required

- *Student must have earned an A- or higher in the course in which they will serve as an instructional intern.*

Selected student develops professional knowledge and skills by engaging in professional reading and discussion during three seminar meetings, providing assistance to faculty member, enhancing classroom teaching and learning for enrolled students, locating and/or developing instructional resources, and other associated duties as assigned by faculty mentor. Plans for internship are based on a student-faculty contract. Three hours of participation per week per credit.

Repeat: Course may be repeated for a maximum of 6 credits
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 1-3
Lab/Studio Hours: 0

SEIP 407 Inclusive Education Practicum (1 cr)

Prerequisite: Grade of C or above in SEIP 208.

This course serves as the seminar for the intensive and inclusive grade-level field placement in general education grades 3-8. The placement occurs under the supervision of a cooperating teacher, coupled with core classes. Approximately 200+ hours of school-based placement.

Attributes: LE-I1 Integration, LE-S3 Creativity, Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 0
Lab/Studio Hours: 1

SEIP 418 Career Education and Transition (3 crs)

Prerequisite: Grade of C or above in SEIP 208. Must be taken concurrently with SEIP 439.

This course will introduce the basic concepts of career and vocational education. This course includes a clinical experience with adolescents with disabilities for approximately 50 hours.

Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 1.5
Practicum Hours: 1.5

SEIP 419 Advanced Interventions in Developmental Disabilities and Autism Spectrum Disorders (3 crs)

Prerequisite: Grade of C or above in SEIP 219.

Study, selection, and preparation of suitable curriculum and methods used in teaching students with Developmental Disabilities and Autism Spectrum Disorders.

Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 423 Characteristics and Interventions for Young Children with Low Incidence Disabilities (3 crs)

Prerequisite: Grade of C or above in SEIP 208.

- *Dual-listed with SEIP 623. Credit may not be earned in both courses.*

This course will emphasize medical/instructional needs for the care of young children with health conditions, orthopedic impairments, as well as characteristics/interventions for teaching young children with Autism, multiple disabilities, and children with challenging behavior.

Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 424 Inclusive Numeracy and Math: 0-8 (3 crs)

Prerequisite: Grade of C or above in SEIP 208.

- *Dual-listed with SEIP 624. Credit may not be earned in both courses*

The developmental process of early numeracy birth throughout third grade mathematics instruction. Emphasis on the mathematical language and early numeracy; facilitating, scaffolding, nurturing, and igniting interest in numeracy and mathematical thinking in young children.

Attributes: Undergraduate/Graduate Offering
Grading Basis: A-F Grades Only
Lecture/Discussion Hours: 3
Lab/Studio Hours: 0

SEIP 425 Integrated Curriculum and Inquiry (3 crs)

Prerequisite: Grade of C or above in SEIP 208.

•Dual-listed with SEIP 625. Credit may not be earned in both courses.

Integrated curriculum development and intentionally planning inquiry-based learning connected to the interests of young children. Active, standards-based science, numeracy/literacy, and social studies, promoting social relationships/oral language development, critical thinking and problem solving, in inclusive environments.

Attributes: Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 427 Early Intervention Service Delivery and Interprofessional Collaboration (2 crs)

Prerequisite: Grade of C or above in SEIP 208. Must be taken with SEIP 428 and SEIP 429.

•Credit may not be earned in both SEIP 427 and SEIP 627.

This course unpacks the foundations of early intervention in the United States and service delivery models with a focus on interprofessional collaboration. Topics include legal foundations, Child Find, Individualized Family Service Plans (ISFPs), Office of Special Education Programs (OSEP) accountability, and primary provider support model. Students will also learn roles and responsibilities of IFSP team members in service delivery and decision making.

Attributes: Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 428 Child and Family Assessment in Early Intervention (2 crs)

Prerequisite: Grade of C or above in SEIP 208. Must be taken with SEIP 427 and SEIP 429.

This course is designed to help students gain knowledge and understanding of the purposes of assessment in early intervention. Students will learn how to choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Students will analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

Attributes: Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 429 Methods in the Natural Environment (2 crs)

Prerequisite: Grade of C or above in SEIP 208. Must be taken with SEIP 427 and SEIP 428.

This course is designed to help students plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support learning and development of infants, toddlers, and preschoolers with special needs across all developmental domains in partnership with families and other professionals. Students will learn to facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Students will use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Attributes: Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 430 Trauma-Informed Practices for Inclusive Educators (3 crs)

Consent: Department Consent Required

•Department consent required

This course provides the student with knowledge and skills related to understanding students experiencing trauma, how to teach students experiencing trauma, and how to engage in self-preservation strategies intended to retain teachers in the field. Course activities include reading articles, completing various case studies, discussing topics related to trauma-informed practices, engaging in guest presentations, and completing trauma-informed classroom plans.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 431 Reading/Writing Remediation, Assessment, and Diagnosis for Students with Mild Disabilities (3 crs)

Prerequisite: Grade of C or above in SEIP 301. Must be taken concurrently with SEIP 404.

•Dual-listed with SEIP 631. Credit may not be earned in both courses.

This course focuses on research-based methods for assessment, instruction, and remediation of reading and written expression for elementary-age students with mild disabilities. The course includes applied activities and occurs concurrently with a field experience.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 433 Inclusive ELA Methods in Grades 4-9 (3 crs)

Prerequisite: Grade of C or above in SEIP 208. Must be taken concurrently with SEIP 407.

This course examines research-based techniques to effectively teach reading, writing, content area reading and writing, and other literacies in diverse middle grade classrooms. The course promotes the use of UDL and other inclusive practices to ensure access to the curriculum for diverse learners.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 436 Mathematics Methods for Students with Mild Disabilities (2 crs)

Prerequisite: Grade of C or above in SEIP 208.

- *Cross-listed with SEIP 636. Credit may not be earned in both courses.*

This mathematics course addresses methods for teaching students with mild disabilities. Topics such as, number sense, concrete representation for mathematical concepts, understanding basic operations, and applying assessments to remediate mathematical difficulties will be covered.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 438 Inclusive Science and Social Studies Methods Grades 4-9 (3 crs)

Prerequisite: Grade of C or above in SEIP 208. Must be taken concurrently with SEIP 407.

- *Dual-listed with SEIP 638. Credit may not be earned in both courses.*

Pre-service teachers learn inclusive practices and methods for teaching science and social studies to support students in grades 4-9 in accessing and learning content. This course will focus in on reaching all students through planning with the Universal Design for Learning framework, incorporating scientific methods (e.g., inquiry), and the five themes of social studies.

Attributes: Undergraduate/Graduate Offering

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 439 Secondary Methods (3 crs)

Prerequisite: Grade of C or above in SEIP 208. Must be taken concurrently with SEIP 418.

This course provides students knowledge of secondary instructional methods used in reading, written language, and mathematics. The instructional methods can be effectively used with learners of all needs.

Attributes: Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 458 Advanced Behavior Interventions and Assessment for Students with Emotional/Behavioral Disabilities (3 crs)

Prerequisite: Grade of C or above in SEIP 306.

The purpose of this course is to develop and implement intensive behavioral approaches based upon functional behavior assessment and other behavioral assessments. This course will assist the students in acquiring the knowledge and skills for the delivery of services to children and youth with emotional/behavior disabilities. Areas that will be addressed are functional behavior assessment behavioral interventions, social skills curriculum methods and materials, instructional activities and strategies, classroom management techniques, and the educator's roles.

Attributes: Undergraduate/Graduate Offering

Grading Basis: A-F Grades Only

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

Grading Basis: S/U Only Grade Basis

SEIP 471 Student Teaching in Special Education (3-6 crs)

Prerequisite: Limited to special education majors admitted to College of Education and Human Sciences.

Consent: Department Consent Required

- *Teacher licensure, admitted to special education program, completed methods courses, and departmental approval. On-the-job practica have additional eligibility requirements.*

Intended for teachers already certified who are seeking additional licensure; student teaching experience specially designed for the student.

Repeat: Course may be repeated for a maximum of 12 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 474 Student Teaching with Students with Disabilities (1-3 crs)

Consent: Department Consent Required

Supervised student teaching for post baccalaureate students seeking additional certification.

Repeat: Course may be repeated for a maximum of 3 credits

SEIP 475 Internship Special Education 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

Grading Basis: S/U Only Grade Basis

SEIP 476 Professional Practices in Special Education & Inclusive Practices (2 crs)

Prerequisite: Concurrent enrollment in SEIP 470 or UEM 470. Limited to teaching majors admitted into the Special Education & Inclusive Practices Programs.

- *Must be taken with appropriate student teaching course(s). Admission to professional semester and recommendation of Special Education and Inclusive Practices Department.*

This course provides a capstone experience in Special Education & Inclusive Practices where graduating students organize and synthesize information from previous coursework within the context of intensive field experience. The seminar provides a forum for students to apply their knowledge and critical thinking skills, to make connections between their placements and current research, and formulate their role within the parameters of collaborative leadership.

Attributes: LE-I1 Integration, LE-S3 Creativity, Capstone Course, Special Course Fee Required

Lab/Studio Hours: 0

Seminar: 2

SEIP 495 Directed Studies in Special Education & Inclusive Practices (1-3 crs)

Consent: Department Consent Required

- *Dual listed with SEIP 695. Arranged by department in response to need.*

Groups study, under the immediate direction of a Special Education and Inclusive Practices faculty member, of a defined problem not covered in existing courses.

Attributes: Undergraduate/Graduate Offering

Repeat: Course may be repeated

SEIP 499 Independent Study (1-3 crs)

Prerequisite: Limited to teaching majors admitted into the Special Education & Inclusive Practices Program.

Consent: Department Consent Required

Permits a student to study a special problem or issue.

Repeat: Course may be repeated

SEIP 500 Inclusive Practices for Secondary Educators (3 crs)

Consent: Department Consent Required

- *Upper division courses required of special education majors carry the prerequisite of admission to the student's professional program. Dual-listed with SEIP 300. Credit may not be earned in both courses.*

Surveys characteristics of diverse learners including students with disabilities, cultural differences, gifts/talents, and at-risk concerns. Provides knowledge and practice regarding the secondary educator's role related to special education processes, professional collaboration, and curricular adaptations/modifications.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 501 Inclusive Early Reading (3 crs)

Consent: Department Consent Required

- *Department consent.*

Pre-service teachers learn to teach reading and writing acquisition skills for students in PreK through beginning reading levels. Reading skills learned include research and evidence-based practices for providing instruction in the five pillars of reading (i.e., phonemic awareness, phonics, vocabulary, comprehension, fluency). Writing skills learned include research and evidence-based practices for providing instruction from pre-writing skills (e.g., development of writing, copying shapes and letters) through paragraph writing.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 506 Applied Behavior Analysis for Teachers (3 crs)

Prerequisite: SEIP 200, or SEIP 300/500, or SEIP 400/600.

- *Dual-listed with SEIP 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 522 Play and Sensory Pedagogy (3 crs)

Consent: Department Consent Required

- Dual-listed with SEIP 322. Credit may not be earned in both courses.

This course emphasizes play pedagogy and the importance of connecting the various components of play into teaching and learning in intentional/effective ways for all children to succeed and engage in/with their learning. Components of sensory processing for individuals and as part of classroom/environment design are investigated as well as the Universal Design for Learning (UDL) framework. These concepts are applied within teaching, the learning environment, and with other educational stakeholders. Topics include advocacy, creativity, risk-taking, culture, language, social engagement opportunities, behavior, observation, data collection, and child development within the context of play. Play theory and sensory integration are examined to expertly embed IEP/IFSP goals into the routines, environments, learning opportunities, and social interactions provided to children with disabilities.

Attributes: Special Course Fee Required

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 524 Language and Cultural Diversity (3 crs)

Consent: Department Consent Required

- Dual-listed with SEIP 324. Credit may not be earned in both courses.

This course explores language/cultural diversity in the PK-9th grade classrooms. Topics include literacy, social and instructional language development, anti-bias education, advocacy, self-reflection, and the intentional diversification of classroom materials, environments, and topics. Strategies for collaboratively and intentionally involving families/caregivers in the literacy process while supporting their language and culture in the classroom are also discussed.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 531 Special Education Policies, Procedures, and Planning (3 crs)

Consent: Department Consent Required

- Dual-listed with SEIP 331. Credit may not be earned in both courses.

This course is designed for students to begin the process of writing and reviewing IEPs for students in special education. Specific IEP forms will be used to demonstrate the procedures while discussing variations in the overall process. As students develop an IEP, the importance of measurable goals and appropriate accommodations/modifications will be discussed. In addition, topics related to legal procedures, data collection, and collaboration will be addressed.

Grading Basis: A-F Grades Only

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

SEIP 600 Inclusive Practices for Elementary-Middle Educators (3 crs)

Consent: Department Consent Required

- Dual-listed with SEIP 400.

Designed to help elementary-middle level educators in observing, identifying, and teaching diverse learners including children with disabilities, cultural differences, gifts/talents and/or at-risk concerns. Provides knowledge and practice related to special education processes, professional collaboration, and curricular adaptations/modifications.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 601 Assessment of Students with Disabilities (3 crs)

Consent: Department Consent Required

- Dual-listed with SEIP 401. Credit may not be earned in both courses.

Application of assessment terminology and statistical concepts. Selection, administration of tests, and interpretation of scores from teacher-made, norm-referenced, and criterion-referenced assessments.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 602 Collaboration for Student Success (3 crs)

Consent: Department Consent Required

- Dual-listed with SEIP 402. Credit may not be earned in both courses.

This course will provide students with the knowledge and skills related to collaboration skills with parents, teachers, agencies and other school personnel that impact students with disabilities. Parent and family relations, conflict resolution, co-teaching practices, Special Education law and ethical behavior will also be presented.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 604 Pre-student Teaching Experience with Individuals with Disabilities (3 crs)

Prerequisite: Must be taken with SEIP 431/SEIP 631.

Consent: Department Consent Required

- *Dual-listed with SEIP 404. Credit may not be earned in both courses.*

Students will observe, interact (with), and reflect, with regards to individuals with mild (and at-times moderate) disabilities. Students will also demonstrate effective teaching skills out in the field and will participate in teaching assignments relevant to their placements and as assigned in SPED/SEIP 431 (Academic Skills for Elementary/Early Middle School Students with Disabilities) or by course instructor(s). Approximately 90 hours of school-based placement.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 1

Lab/Studio Hours: 2

SEIP 607 Inclusive Education Practicum (1 cr)

Consent: Department Consent Required

- *Dual-listed with SEIP 407.*

Seminar/This course serves as the seminar for the intensive and inclusive grade-level field placement in grades 3-8. The placement occurs under the supervision of a cooperating teacher, coupled with SEIP Core classes. Includes 220+ hours of pre-student teaching.

Grading Basis: No S/U Grade Option

Lab/Studio Hours: 0

Practicum Hours: 3

SEIP 618 Career Education and Transition (3 crs)

Prerequisite: Must be taken concurrently with SEIP 439/639. Department consent.

Consent: Department Consent Required

- *Dual-listed with SEIP 418. Credit may not be earned in both courses.*

This course will introduce the basic concepts of career and vocational education. This course includes a clinical experience with adolescents with disabilities for approximately 50 hours.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 1.5

Practicum Hours: 1.5

SEIP 619 Advanced Interventions in Developmental Disabilities and Autism Spectrum Disorders (3 crs)

Prerequisite: Grade of C or above in SEIP 219.

Study, selection, and preparation of suitable curriculum and methods used in teaching students with Developmental Disabilities and Autism Spectrum Disorders.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 623 Characteristics and Interventions for Young Children with Low Incidence Disabilities (3 crs)

Consent: Department Consent Required

- *Dual-listed with SEIP 423. Credit may not be earned in both courses.*

This course will emphasize medical/instructional needs for the care of young children with health conditions, orthopedic impairments, as well as characteristics/interventions for teaching young children with Autism, multiple disabilities, and children with challenging behavior.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 624 Inclusive Numeracy and Math: 0-8 (3 crs)

Consent: Department Consent Required

- *Dual-listed with SEIP 424. Credit may not be earned in both courses.*

The developmental process of early numeracy birth through third grade mathematics instruction. Emphasis on the mathematical language and early numeracy; facilitating, scaffolding, nurturing, and igniting interest in numeracy and mathematical thinking in young children.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 625 Integrated Curriculum and Inquiry (3 crs)

Consent: Department Consent Required

- *Dual-listed with SEIP 425. Credit may not be earned in both courses.*

Integrated curriculum development and intentionally planning inquiry-based learning connected to the interests of young children. Active, standards-based science, numeracy/literacy, and social studies, promoting social relationships/oral language development, critical thinking and problem solving, in inclusive environments.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 627 Early Intervention Service Delivery and Interprofessional Collaboration (2 crs)

Prerequisite: Must be taken with SEIP 628 and SEIP 629.

- *Dual-listed with SEIP 427. Credit may not be earned in both courses.*

This course unpacks the foundations of early intervention in the United States and service delivery models with a focus on interprofessional collaboration. Topics include legal foundations, Child Find, Individualized Family Service Plans (ISFPs), Office of Special Education Programs (OSEP) accountability, and primary provider support model. Students will also learn roles and responsibilities of IFSP team members in service delivery and decision making.

Attributes: Undergraduate/Graduate Offering

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 628 Child and Family Assessment in Early Intervention (2 crs)

Prerequisite: Must be taken with SEIP 627 and SEIP 629.

- *Dual-listed with SEIP 428. Credit may not be earned in both courses.*

This course is designed to help students gain knowledge and understanding of the purposes of assessment in early intervention. Students will learn how to choose developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program. Students will analyze, interpret, document, and share assessment information using a strength-based approach with families and other professionals for eligibility determination, outcome/goal development, planning instruction and intervention, monitoring progress, and reporting.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 629 Methods in the Natural Environment (2 crs)

Prerequisite: Must be taken concurrently with SEIP 627 and SEIP 628.

- *Dual-listed with SEIP 429. Credit may not be earned in both courses.*

This course is designed to help students plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support learning and development of infants, toddlers, and preschoolers with special needs across all developmental domains in partnership with families and other professionals. Students will learn to facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Students will use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 631 Reading/Writing Remediation, Assessment, and Diagnosis for Students with Mild Disabilities (3 crs)

Consent: Department Consent Required

- *Dual-listed with SEIP 431. Credit may not be earned in both courses.*

This course focuses on research-based methods for assessment, instruction, and remediation of reading and written expression for elementary-age students with mild disabilities. The course includes applied activities and occurs concurrently with a field experience.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 633 Inclusive ELA Methods in Grades 4-9 (3 crs)

Prerequisite: Must be taken concurrently with SEIP 607.

Consent: Department Consent Required

This course examines research-based techniques to effectively teach reading, writing, content area reading and writing, and other literacies in diverse middle grade classrooms. The course promotes the use of UDL and other inclusive practices to ensure access to the curriculum for diverse learners.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 636 Mathematics Methods for Students with Mild Disabilities (2 crs)

Consent: Department Consent Required

- *Cross-listed with SEIP 436. Credit may not be earned in both courses.*

This mathematics course addresses methods for teaching students with mild disabilities. Topics such as, number sense, concrete representation for mathematical concepts, understanding basic operations, and applying assessments to remediate mathematical difficulties will be covered.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 638 Inclusive Science and Social Studies Methods Grades 4-9 (3 crs)

Consent: Department Consent Required

- *Dual-listed with SEIP 438. Credit may not be earned in both courses.*

Pre-service teachers learn inclusive practices and methods for teaching science and social studies to support students in grades 4-9 in accessing and learning content. This course will focus in on reaching all students through planning with the Universal Design for Learning framework, incorporating scientific methods (e.g., inquiry), and the five themes of social studies.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 639 Secondary Methods (3 crs)

Prerequisite: Must be taken concurrently with SEIP 618.

Consent: Department Consent Required

This course provides students knowledge of secondary instructional methods used in reading, written language, and mathematics. The instructional methods can be effectively used with learners of all needs.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 658 Advanced Behavior Interventions and Assessment for Students with Emotional/Behavioral Disabilities (3 crs)

Prerequisite: Grade of C or above in SEIP 306/506.

The purpose of this course is to develop and implement intensive behavioral approaches based upon functional behavior assessment and other behavioral assessments. This course will assist the students in acquiring the knowledge and skills for the delivery of services to children and youth with emotional/behavior disabilities. Areas that will be addressed are functional behavior assessment, behavioral interventions, social skills curriculum methods and materials, instructional activities and strategies, classroom management techniques, and the educator's roles.

Grading Basis: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 695 Directed Studies in Special Education & Inclusive Practices (1-3 crs)

Consent: Department Consent Required

- *Dual-listed with SEIP 495. Arranged by department in response to need.*

Groups study, under the immediate direction of a Special Education and Inclusive Practices faculty member, of a defined problem not covered in existing courses.

Attributes: Special Course Fee Required Varies by Term/Section

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

SEIP 765 Behavior Mgmt Methods and Curriculum EBD (3 crs)

Prerequisite: SEIP 306/SEIP 506, SEIP 340/SEIP 540, SEIP 401/SEIP 601.

Focus on management techniques and instructional strategies for the more severely emotionally disturbed. Areas addressed include psychiatric disorders such as depression, school phobia, somatic disorders, personality disorders, and schizophrenia.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 775 Advanced Seminar and Practicum in Assessment (3 crs)

Prerequisite: SEIP 401/SEIP 601 or consent of instructor.

Study of advanced skills, current trends, and issues in the assessment of children/youth with disabilities. Includes participation (one weekday per semester) in Human Development Center, educational assessment, report writing, and independent research.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 778 The Special Education Cooperating Teacher (3 crs)

- *Open to approved certified teachers*

Designed to develop competencies in guidance and supervision of practicum with children with disabilities.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 779 Special Education Supervision Practicum (3 crs)

Prerequisite: SEIP 778.

- *Current involvement in supervision.*

Designed for cooperating teachers who have completed Sped 778, The Special Education Cooperating Teacher. Supervision competencies are developed through supervising student teachers in school settings.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 782 Special Education Law (3 crs)

Prerequisite: Admission to the Director of Special Education & Pupil Services licensure program; SEIP 786

Consent: Department Consent Required

- *Accepted into the Director of Special Education & Pupil Services Program or consent of DSEPS program required.*

This intensive course is designed for graduate level students and addresses federal legislation, regulations, and process and litigation specifically related to special education. In-depth analysis of case law and the implications for the PK-12 education system emphasized.

Attributes: Special Course Fee Required Varies by Term/Section

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 784 Issues and Trends in Special Education (2 crs)

Consent: Instructor Consent Required

Contemporary issues and trends in special education, including children's rights, educational needs, practices, and programs.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

SEIP 786 Systemic Leadership & Ethics (3 crs)

Prerequisite: Admission to the Director of Special Education & Pupil Services licensure program

Consent: Department Consent Required

- *Accepted into the Director of Special Education & Pupil Services Program or consent of DSEPS program required.*

This course addresses leadership and administration of PK-12 special education programs. Operational responsibilities will be analyzed.

Attributes: Special Course Fee Required Varies by Term/Section

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 787 Leadership in Special Education and Pupil Services (3 crs)

Prerequisite: Admitted to the Director of Special Education & Pupil Services licensure program

Consent: Department Consent Required

- *Accepted into the Director of Special Education and Pupil Services Program or consent of the DSEPS program.*

This course addresses the leadership, administration, and staffing of PK-12 special education and pupil services programs. Operational responsibilities, advocacy, due process, collaboration, and special education instructional leadership/related and pupil services provision will be analyzed.

Grading Basis: No S/U Grade Option

Lecture Hours: 3

Lab/Studio Hours: 0

SEIP 788 Special Education and Pupil Services Budget & Finance (3 crs)

Prerequisite: Admitted to the Director of Special Education & Pupil Services licensure program

Consent: Department Consent Required

- *Accepted into the Director of Special Education & Pupil Services Program or consent of DSEPS program required.*

This course provides introductory exposure, understanding, principles, and practices to budget financing applications in special education and pupil services.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SEIP 789 Practicum: Leadership in Special Ed & Pupil Services (3 crs)

Prerequisite: Accepted into the Director of Special Education & Pupil Services Program, SEIP 782, SEIP 788 or consent of DSEPS program director required.

Consent: Department Consent Required

- *Accepted into the Director of Special Education & Pupil Services Program or consent of DSEPS program required.*

Mentored field-based course (150 hours) designed to evaluate/analyze the school-based application of Special Education Director and/or Director of Pupil Services. Successful completion leads to recommendation for DPI 80 Licensure.

Grading Basis: No S/U Grade Option

Lab/Studio Hours: 0

Practicum Hours: 3

SEIP 793 Directed Studies in Education (1-3 crs)

- *Approval of department chair and associate dean.*

Group study, under the immediate supervision of a Department of Special Education and Inclusive Practices staff member, of a defined problem or issue not covered in existing courses.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

SEIP 795 Research Paper (1-2 crs)

Students will write a research paper under the supervision of a faculty member.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

SEIP 797 Independent Study (1-3 crs)

Consent: Department Consent Required

Individual project under the direction of a faculty member.

Repeat: Course may be repeated

Grading Basis: No S/U Grade Option

SEIP 799 Thesis (1-6 crs)

- *Full-time equivalent.*

A description of acceptable topics and the precise nature of the thesis requirement is provided in the departmental program descriptions.

Repeat: Course may be repeated

Grading Basis: PR Only Grade Basis