

# 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: B- in SEIP 200.

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 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 College of Education and Human Sciences.

• 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 306 Applied Behavior Analysis for Teachers (3 crs)

Prerequisite: SEIP 200, or SPED 300, or SEIP 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 331 Special Education Policies, Procedures, and Planning (3 crs)

Prerequisite: SEIP 200 or SPED 200. Limited to students admitted to the SEIP program.

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: 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

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

Prerequisite: Limited to elementary education majors and elementary-middle education majors admitted to College of Education and Human Sciences.

- *Admission to elementary education (Middle Childhood through Early Adolescence or MCEA) program, elementary-middle education majors, or consent of instructor.*

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

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**SEIP 401 Assessment of Students with Disabilities (3 crs)**

Prerequisite: SEIP 331/SEIP 531; or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences.

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

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**SEIP 402 Collaboration for Student Success (3 crs)**

Prerequisite: SEIP 200 and SPED 331/SPED 531; and SPED 210 or UEC 220 or SPED 330/SPED 530 or SEIP 340/SEIP 540 or SPED 350/SPED 550. Limited to teaching majors admitted to College of Education and Human Sciences.

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

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

Prerequisite: SEIP 306/SEIP 506 and SEIP 331/SEIP 531. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken 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).

Attributes: Service-Learning, Full 30 Hours, Undergraduate/Graduate Offering

Lecture/Discussion Hours: 1

Lab/Studio Hours: 2

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

Prerequisite: 3.00 or higher GPA in SEIP, UEC, and UEM coursework. 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: S/U Only Grade Basis

Lecture/Discussion Hours: 1-3

Lab/Studio Hours: 0

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**SEIP 418 Career Education and Transition (3 crs)**

Prerequisite: UEM 438 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken 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

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

Prerequisite: SEIP 219 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences.

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

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

Prerequisite: Admission to Special Education-Unified Special Education K-12 & Elementary/Middle. C or better in SEIP 200, or consent of instructor. Must be taken with SEIP 428 and SEIP 429 or with consent of the instructor.

• *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 (IFSPs), 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

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

Prerequisite: Admission to Special Education-Unified Special Education K-12 and Elementary/Middle. C or better in SEIP 200 or consent of instructor. Must be taken with SEIP 427 and SEIP 429 or with consent of the instructor.

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

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**SEIP 429 Methods in the Natural Environment (2 crs)**

Prerequisite: Admission to Special Education-Unified Special Education K-12 and Elementary/Middle. C or better in SEIP 200 or consent of instructor. Must be taken with SEIP 427 and SEIP 428 or with consent of the instructor.

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

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

Prerequisite: SPED 331 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with SEIP 404.

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

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**SEIP 439 Secondary Methods (3 crs)**

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

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

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

Prerequisite: SEIP 306/506; SEIP 401/601; admission into SEIP program or consent of instructor

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

Grading Basis: S/U Only Grade Basis

**SEIP 476 Professional Practices in Special Education (2 crs)**

Prerequisite: Must be taken with appropriate student teaching course(s).

Admission to professional semester and recommendation of SEIP Department. Limited to teaching majors admitted to the College of Education and Human Sciences.

• *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 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

Lecture/Discussion Hours: 2

Lab/Studio Hours: 0

**SEIP 495 Directed Studies in Special Education (1-3 crs)**

Consent: Department Consent Required

• *Arranged by department in response to need.*

Group 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 to College of Education and Human Sciences. Minimum junior standing.

Consent: Department Consent Required

Permits a student to study a special problem or issue.

Repeat: Course may be repeated

**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.

- Dual-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 531 Special Education Policies, Procedures, and Planning (3 crs)**

Prerequisite: SEIP 200 or SPED 200. Limited to students admitted to the SEIP program.

- Dual-listed with SPED 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)**

Prerequisite: Limited to elementary education (Middle Childhood through Early Adolescence or MCEA) program, elementary-middle education majors admitted to College of Education and Human Sciences.

- Admission to elementary education (Middle Childhood through Early Adolescence or MCEA) program or consent of instructor. Dual-listed with SPED 400. Credit may not be earned in both courses.

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)**

Prerequisite: SPED 331/SPED 531; or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences.

- 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: A-F Grades Only

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

**SEIP 602 Collaboration for Student Success (3 crs)**

Prerequisite: SEIP 200 and SPED 331/SPED 531; and SPED 210 or UEC 220 or SPED 330/SPED 530 or SPED 350/SPED 550. Limited to teaching majors admitted to College of Education and Human Sciences.

- Dual-listed with SPED 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: SEIP 306/SEIP 506 and SEIP 331/SEIP 531. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with SEIP 431/SEIP 631.

- 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).

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 1

Lab/Studio Hours: 2

**SEIP 618 Career Education and Transition (3 crs)**

Prerequisite: UEM 438/638 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with SPED 439/639.

- 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: SEIP 219 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences.

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

Prerequisite: Admission to Special Education-Unified Special Education K-12 and Elementary/Middle. C or better in SEIP 200 or consent of instructor. 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: Admission to Special Education-Unified Special Education K-12 and Elementary/Middle. C or better in SEIP 200 or consent of instructor. 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: Admission to Special Education-Unified Special Education K-12 and Elementary/Middle. C or better in SEIP 200 or consent of instructor. Must be taken 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)**

Prerequisite: SPED 331/SPED 531 or consent of instructor. Limited to teaching majors admitted to College of Education and Human Sciences. Must be taken with SPED 604.

• *Dual-listed with SPED 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

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**SEIP 639 Secondary Methods (3 crs)**

Consent: Instructor 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

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

Prerequisite: SEIP 306/506; SEIP 401/601; or consent of instructor

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

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**SEIP 695 Directed Studies in Special Education (1-3 crs)**

Consent: Department Consent Required

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

Group 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

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**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

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**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

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**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

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**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

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**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

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