

SPECIAL EDUCATION (SPED)

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

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

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

SPED 500 Inclusive Practices for Secondary Educators (2 crs)

Prerequisite: Limited to teaching majors admitted to the 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. Dual-listed with SPED 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

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

- *Cross-listed with SPED 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

SPED 708 Introduction to Graduate Studies in Special Education (3 crs)

Consent: Instructor Consent Required

- *Must be taken prior to taking 12 graduate credits in Master's of Special Education (MSE) program.*

Study of issues and trends in special education. Prepares students to be more effective graduate students by developing critical thinking and technical writing skills.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 711 Program Planning for Students with Disabilities (3 crs)

Consent: Instructor Consent Required

Examination of alternative goals, objectives, curriculum, methods, and materials currently for use with students with disabilities.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 729 Organization and Administration of Education Programs for Learners with Disabilities (3 crs)

Prepares teachers, related service personnel, and administrators to function proactively and successfully on behalf of learners with disabilities and their families through family, school, and community partnerships.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 731 Design of Academic and Social Skills Instruction in Special Education (3 crs)

Focuses on effective instruction for students with disabilities. Principles of instructional design lay the foundation for constructing, modifying, and evaluating academic and social skills curricula. Also examines the factors that influence curriculum change and reform.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0

SPED 735 Intervention for Students with Academic or Social Needs (3 crs)

Prerequisite: SEIP 401/SEIP 601 and SPED 431/SPED 631 or consent of instructor.

Supervised experience teaching in a summer clinic. Use of curriculum-based assessment to monitor academic, social, and behavioral interventions with students who have academic or social needs.

Grading Basis: No S/U Grade Option

Lecture/Discussion Hours: 3

Lab/Studio Hours: 0
