

SPECIAL EDUCATION (SPED)

SPED 5501. Exceptional Child. (3 Credits)

A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence, and programming of exceptionality areas for which children and youth may obtain special educational services.

SPED 5510. Characteristics & Instruc Stra. (3 Credits)

A study of the commonality of characteristics leading to the identification, placement, and service delivery models for children/youth with mild disabilities and strategies to address identified needs of this student population. Emphasis will be placed on the guiding principles, implementation, and evaluative criteria for the inclusion of systematic instruction, task analysis, and behavioral management of children/youth with mild learning and behavioral problems.

SPED 5512. Characteristics of Children and Youth with Mild Learning, Intellectual, or Behavioral Disabilities. (3 Credits)

A study of the commonality of characteristics leading to the identification, placement, and service models for children with mild learning and behavior problems. Prerequisites: SPED 5501 or SPED 2265.

SPED 5515. Nature and Characteristics of Intellectual Disabilities. (3 Credits)

Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate, and mild levels. Prerequisite SPED 5501 or 3231.

SPED 5516. Nature & Charac of Gifted. (3 Credits)

GIFT 5516 has been designed as one semester introduction to and overview of the field of gifted education. Topics include: theoretical and historical contexts; characteristics of gifted learners; influences on gifted learners (family, community, culture, etc.); identification of gifted, talented and creative learners; instructional models and practices; legislation and policy guidelines; and current issues in the field. This course will have been designed as a "hybrid" course involving both face to face (f2f) and online instructional activities, including: lecture, small & large group discussion, student presentations, expert presentations, and various types of "observations" of gifted learners and learning environments.

SPED 5522. Teaching the Preschool Exceptional Child. (3 Credits)

This course emphasizes the methods, modes of evaluating, and other skills required for the teaching of preschool handicapped infants and toddlers. The areas to be covered include stimulation training, readiness programming, academic and social awareness, and service delivery systems.

SPED 5524. Instructional Strategies for Teaching the Mildly Disabled. (3 Credits)

Principles, implementation and evaluative criteria for inclusion of systematic instruction, task analysis and behavioral management used for the instruction of children/youth with mild learning and behavioral problems.

SPED 5525. Instructional Strategies for Intellectual Disabilities. (3 Credits)

The cyclical process of assessment, planning, implementation, and evaluation is emphasized. Teaching methods and materials for group instruction, as well as individualized instruction is highlighted.

SPED 5529. Instr Methods in Gifted Edu. (3 Credits)

This Course explores concepts, strategies, methods, and techniques of teaching the gifted student. Opportunities are provided for development of strategies based on principles of gifted education. Special emphasis will be devoted to selection of strategies for the development of creativity. Offered: Summer.

SPED 5530. Counseling Parents for Exceptional Children. (3 Credits)

Practicing teachers are taught to take a developmental approach to their subject, focusing on the uniqueness of each family and each child from infancy, through the primary grades, to middle school, high school, and adulthood.

SPED 5536. Curriculum for Gifted Edu. (3 Credits)

The course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately. Offered: Summer.

SPED 5542. Behavior Modification for Special Education Students. (3 Credits)

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

SPED 5545. Educational Assessment of Exceptional Children. (3 Credits)

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.

SPED 5547. Behavior Management of Exceptional Children. (3 Credits)

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles and the primary theoretical systems that are explored.

SPED 5563. Issues in Interrelated Special Education. (3 Credits)

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addresses and studied.

SPED 5570. Practicum in Interrelated Special Education. (3 Credits)

Field-based experiences provide an opportunity for extensive training and application of knowledge with exceptional children and youth in the areas of mild intellectual disabilities, behavior disorders and specific learning disabilities.

SPED 5580. Directed Studies in Research and Reading in Special Education. (3 Credits)

Intensive study in selected areas in the field of special education with application of knowledge in a written format, such as a grant proposal, research article, or journal publication. Advisors permission is required.

SPED 5590. Teaching of Reading and Math to Exceptional Learners. (3 Credits)

A study of specialized reading and math techniques and strategies for use with students with learning disorders includes diagnosis, remediation, and determination of readability levels, error analysis and corrective strategies.