

SPECIAL EDUCATION

SPED 234 CHARACTERISTICS OF MENTAL RETARDATION (3)

Prerequisite: PSYC 213. This course focuses on the study of intellectual, cognitive, social, emotional, and physical characteristics of individuals with mental retardation. It includes attention to the causes of retardation, an overview of programs and services, and current issues and future directions in the field.

SPED 330 FIELD EXPERIENCE II (SE) (1) *Prerequisites: EDUC 202, 211.*

This course provides pre-service teachers with opportunities to apply instructional skills in controlled situations under the guidance of experienced professionals. Students participate in two hours of observations and tutorial instructional activities per week in special education classrooms in local public and private schools. There will be opportunities to view the structure of general education classrooms and other instructional settings representing the continuum of special education services. Seminars and other activities will provide opportunities for analysis and reflection. A grade of C- or above is required in this course before taking SPED 430.

SPED 331 SPECIAL EDUCATION METHODS WORKSHOP I (3)

Prerequisites: EDUC 211, PSYC 213. This course is designed to impart an advanced understanding of curriculum and instruction for persons with mild to moderate disabilities. It provides pre-service teachers with knowledge regarding IEP and Section 504 Plan writing, designing self-contained, resource, and inclusive classrooms (in terms of room arrangement, scheduling, and grouping of students), adapting materials, and designing curriculum in the areas of math, written language, science, and social studies. It also includes a focus on instructional methods including Direct Instruction, Precision Teaching, Mastery Learning, Strategy Instruction, Study Skills Instruction, and Student-directed Instructions.

SPED 334 CHARACTERISTICS OF PERSONS WITH LEARNING

DISABILITIES (3) *Prerequisite: PSYC 213.* This introductory course focuses on the theories, characteristics, etiology and cognitive functioning of students with specific learning disabilities. Also included are age span issues and social/emotional and medical aspects. Individualized educational needs, levels of severity, and specialized methods and programs for students with LD are studied.

SPED 336 COLLABORATION WITH FAMILIES, EDUCATORS, AND RELATED SERVICE PROVIDERS (3)

Prerequisites: EDUC 101, 201, 202, PSYC 213, 241. Students in this course are introduced to the issues and practices of educators who deal with students with diverse

learning challenges. Students learn effective collaboration strategies that will help them deal with para-educators, peer teachers, families, related service providers, and community agency staff members. Attention is given to issues such as integrated services, coordination between general and special educators, teaming, family-focused collaboration, community resources, and models of service delivery.

SPED 397 INDEPENDENT STUDY IN SPECIAL EDUCATION (1-3)

Prerequisites: Approval of faculty sponsor and school dean; junior or senior standing. This course provides students the opportunity to pursue individual study of topics not covered in other available courses. The area for investigation is developed in consultation with a faculty sponsor and credit is dependent on the nature of the work. May be repeated for no more than six credits.

SPED 398 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3) [credit depends on topic]

Prerequisite: A background of work in the discipline or prior consent of instructor. This course will focus on an aspect of the discipline not otherwise covered by the regularly offered courses. The topic will vary according to professor and term; consequently, more than one may be taken by a student during his/her matriculation.

SPED 430 FIELD EXPERIENCE III (SE) (1) *Prerequisite: SPED 330.*

This course provides students with opportunities to apply instructional skills in controlled situations under the guidance of an experienced professional. Students participate in two hours of observations, tutorial, and small and large group instructional activities per week in classrooms in local public and private schools. Students have the opportunity to experience the structure and organization of general education classrooms and other instructional settings representing the continuum of special education services. On-campus and in-school seminars provide opportunities for analysis and reflection.

SPED 431 LANGUAGE DEVELOPMENT AND COMMUNICATION SKILLS FOR EXCEPTIONAL LEARNERS (3)

Prerequisites: EDUC 211, PSYC 213. This course provides a study of language development and communication problems in students with disabilities. Remedial methods and intervention programming in speech, language and communication are explored. Attention is directed to the sociocultural variations and alternative communication problems in this population. The course also includes attention to curricula, methods, materials, and adaptations in language arts.

SPED 432 SPECIAL EDUCATION METHODS WORKSHOP II (3)

Prerequisite: EDUC 331. This course explores intervention strategies including curricula, methods, and materials for individuals with special needs ranging from mild to severe disabilities. It addresses transition, career/life skills, vocational, community, self-help, motor therapy, and leisure/recreation with adaptations for inclusion.

SPED 436 STUDENT TEACHING (LD) (6-12) *Prerequisite: Completion*

of all major course requirements. This course is an application of all the effective teaching skills that have been learned in course work in specific learning disabilities. The student is assigned to classrooms full time for a 300 clock-hour experience with at least half of the time spent in direct teaching activities supervised by College personnel and classroom teachers.

SPED 437 STUDENT TEACHING (MR) (11) *Prerequisite: Completion of*

all major course requirements; Corequisite EDUC 448. This course is an application of all the effective teaching skills that have been learned in course work in mental retardation. Students are assigned to one semester, full time block under the supervision of College personnel and classroom teachers where they practice their teaching skills.

SPED 445 PRACTICUM IN DISABILITY SERVICES (3-6) *Prerequisite:*

Consent of instructor. This course provides placement within the disabilities community, including vocational training, case management, early intervention, related therapies, specific disabilities, and advocacy. Open to seniors taking the non-licensure option.