of prose, poetry and drama. Students will also learn strategies for conducting literary analysis of a text in Spanish.

**SPAN 361** 
**INTRODUCTION TO LITERATURE IN SPANISH: SPAIN (3)** Prerequisite: SPAN 221 or 222. This course includes a broad survey of Peninsular Spanish literature from the medieval period to the present. It will include a selection of the most representative works from the Middle Ages, Spain’s Golden Age, the Generation of ’98, as well as works from the 20th and 21st centuries in the genres of prose, poetry and drama. Students will also learn strategies for conducting literary analysis of a text in Spanish.

**SPAN 377** 
**STUDY ABROAD (3)** Prerequisite: SPAN 202. This course features intensive Spanish instruction in oral communication, civilization, culture, and language during the summer term.

**SPAN 397** 
**INDEPENDENT STUDY IN SPANISH (1-3)** Prerequisite: 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.

**SPAN 398** 
**SPECIAL TOPICS IN SPANISH (1-3) [credit depends on topic]** Prerequisite: A background of work in the discipline. 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.

**SPAN 399** 
**INTERNSHIP IN SPANISH (1-6)** Prerequisites: Juniors and seniors with a 2.25 minimum GPA; approval of written proposal by internship coordinator, supervising faculty and school dean prior to registration. Students may earn college credit for participation in an intern-ship with a business firm, a government agency or a private non-profit organization; jointly supervised by the program and the responsible organization administrator. The internship is expected to provide the student with an opportunity to apply, in a practical way, some of the language skills acquired in the study of Spanish. (See “Internships.”)

**SPAN 470** 
**METHODOLOGY OF TEACHING SECOND LANGUAGES (3)** Prerequisite: Junior or senior status. This course is designed for students interested in teaching French, Spanish or English as a second language (ESL). The course provides a thorough introduction to contemporary theories of second language acquisition, methods of language teaching and assessment, and current issues in second language teaching. Additional work will be required for graduate credit.

**SPAN 475** 
**RESEARCH AND TRANSLATION METHODS (3)** Prerequisite: Senior standing, SPAN 340 or 341, and at least one other 300-level course in Spanish. This course prepares students to write papers in Spanish for upper-level courses and the senior thesis. It will also give a brief introduction to and practice with translation methodology. This course is required of all Spanish majors.

**SPAN 476** 
**SENIOR THESIS (3)** Prerequisite: SPAN 475. This is the senior capstone course for Spanish and is required of all Spanish majors. Students will write a thesis in Spanish, under the direction of a faculty member in Spanish, and will be required to present it in Spanish orally and in writing. Students will also present and defend a portfolio of their oral and written work accumulated during their time as students pursuing a specialization in Spanish. The defense will be conducted partly in Spanish and partly in English.

**SPECIAL EDUCATION COURSES (SPED)**

**SPED 213** 
**INTRODUCTION TO SPECIAL EDUCATION (3)** This course is the first to be taken in the study of special education. It provides understanding of disability-related laws, legislative/judicial mandates, rules and regulations on the federal, state and local level. Course content will focus on knowledge of the foundation for educating students with special needs including historical perspectives, models, theories, philosophies and trends in special education. Characteristics, definitions causation, behaviors, levels of severity, age span issues, and medical aspects of the major disability groups will be discussed and demonstrated. Educational implications, ethical/cultural/environmental issues and family rights/responsibilities are also addressed.
SPED 234  CHARACTERISTICS OF DEVELOPMENTAL DISABILITIES (3) Prerequisite: SPED 213. This course focuses on the study of the definitions, characteristics, theories, etiology and learning/behavioral support needs of students with disabilities who are accessing the general education curriculum at K-12 school levels. Included are students with intellectual and developmental disabilities, autism, other health impairments, traumatic brain injury and multiple/physical disabilities. Knowledge of characteristics as it relates to age, levels of severity and developmental differences in all areas of functioning are studied. Additional attention is directed to causes, programs/services, 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. This course may be retaken only once with the permission of the instructor. A grade of B- or above is required in this course before taking SPED 430. Enrollment in SPED 330 is limited to students enrolled in a teacher licensure program.

SPED 331  PROGRAM DESIGN IN SPECIAL EDUCATION (3) Prerequisites: EDUC 211, SPED 213. This course provides training in program design for students with disabilities who are accessing the general education curriculum across the K-12 grade levels. It provides knowledge regarding IEP and Section 504 plans, inclusion with nondisabled peers, service delivery, designing classroom environments and management, adapting materials and technology. Program accommodations, placement, scheduling, grouping, curriculum development/models (both general and special education) will also be addressed.

SPED 334  CHARACTERISTICS OF LEARNING AND RELATED DISABILITIES (3) Prerequisite: SPED 213. This course focuses on the study of the definitions, characteristics, theories, etiology and learning/behavioral support needs of students with disabilities who are accessing the general education curriculum at K-12 school levels. Included are students with learning disabilities, emotional disturbance and behavior disorders. Knowledge of characteristics as it relates to age, levels of severity, and developmental differences in all areas of functioning are studied. Attention is directed to causes, educational needs and specialized methods/programs/services as well as current issues and future directions in the field.

SPED 336  COLLABORATION WITH FAMILIES, EDUCATORS, AND RELATED SERVICE PROVIDERS (3) Prerequisites: EDUC 101, 201, 202, PSYC 241, SPED 213. 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. 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) Prerequisites: SPED 330 and passing scores on Praxis I. 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. A grade of B- or above is
required in this course before student teaching. This course may be retaken only once with the permission of the instructor. Enrollment in SPED 330 is limited to students enrolled in a teacher licensure program.

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 METHODS FOR READING AND ACADEMIC CONTENT (3) Prerequisite: SPED 331. This course provides the skills to develop instruction, methods, materials for individual student special needs in academic subjects including reading, language arts, math, social studies. Alternate methods/strategies for teaching in the general education curriculum with models such as differentiated instruction, direct instruction, student directed instruction, CBA etc. will be addressed. Best practice teaching methods in the continuum of special/general services models will be adapted for students.

SPED 433 TRANSITION, LIFE SKILLS, AND COMMUNICATION (3) Prerequisites: SPED 234, 331, 334. This course introduces preservice teachers in special education to transitions in the life of a student with special needs. Curriculum, instruction, methods, materials and technology for helping students to learn transition, training, employment, career/independent life skills and community experiences will be addressed. Writing of IEPs, ITPs and Person Centered Plans will be practiced. Skills and strategies of communication and language in the areas of social, pragmatics and alternative/assistive technology are explored.

SPED 437 STUDENT TEACHING (SPED) (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 ADVANCED FIELD EXPERIENCE IN DISABILITY SERVICES (3-6) Prerequisite: Successful completion of field experiences, minimum 2.5 GPA overall, consent of instructor for 3 credit hours and consent of dean for 6 credit hours. This course provides a non-school placement within the disabilities community, including vocational training, case management, early intervention, related therapies, specific disabilities, and advocacy. Open only to senior students taking the non-licensure option. Application required.

SPED 464 INTRODUCTION TO ASSESSMENT IN SPECIAL EDUCATION (3) Prerequisites: SPED 213, 234, 334. This course prepares students to take an active role in the determination of eligibility for special education services within public schools. The primary focus will be directed toward the administration, scoring, and interpretation of educational and individual achievement measures.

SPORT MANAGEMENT COURSES (SPMG)

SPMG 215 SPORT MANAGEMENT PRACTICUM (1-3) Practica are part-time work experiences in the sport industry introducing the student to the work environment and exploring particular dimensions of the sport industry. The primary purpose is introductory with observational learning and minimal practice of skills and tasks. This course may not be taken for more than three total credit hours.

SPMG 260 PRINCIPLES OF SPORT MANAGEMENT (3) This course provides a survey of current practices of sports management as they apply to amateur, professional, informational, recreational, and school-related sports.

SPMG 270 GOVERNANCE OF SPORT ORGANIZATIONS (3) Prerequisite: SPMG 260. This course is designed to expose the student to various governing bodies in professional and amateur sport. Students will study the organizational structure and functions of a variety of governing entities. There will be an examination of sport as a cultural product and the relationships within sport that affect sport organizational structures with emphasis given to the dynamics of sport organizations in professional, collegiate, scholastic, recreational, and corporate settings as they relate to mission, strategic planning, and the development of