

**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; *Corequisite:* EDUC 313. 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. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

**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. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

**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. This course requires a mandatory Criminal and Social Services background check conducted at the end of the prior semester at the student's expense.

**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)** *Prerequisite:*

*sites: 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 human resources. This course will introduce students to the constitutions and by-laws of various agencies governing sport at the various levels. Special emphasis is placed on how governmental agencies influence and sanction sport organizations and the route of appeal of a decision by a governing body.

**SPMG 275 HISTORY OF SPORT IN AMERICA (3)** This course will explore the major historical and philosophical developments in sport and recreation, including interscholastic, intercollegiate, and professional sport. Students will address sport as a pervasive facet of our popular culture, as a social institution, as an arena of human activity, and as a drama; sports and cultural values and values conflict; and the relationship of sport to social change throughout American history. Students will explore the timeline of sport in America considering the rise and fall of popularity for certain sporting activities in relationship to the cultural framework at the time.

**SPMG 300 SPORT IN AMERICAN SOCIETY (3)** *Coerequisites: SOCI 121 or 201 and SPMG 260.* This course is a study of sport as social phenomena with discussion of issues in sports and sport-related behaviors as they occur in social and cultural contexts. It includes an introduction to sociological issues, practices, and phenomena associated with sport. This course is designed to make students aware of the impact of sport upon the American culture. Course content explores such areas as social theories, the social significance of sport in society, social problems related to sport, the interaction of sport and other social institutions (e.g., family, education, economy, politics, mass media, and religion), and international cultures and sport. Analysis of the past, present, future impact of sports on contemporary society is applied to the transformation of sport into the present commercial enterprise. Course content includes theoretical positions in the sociology of sport and the significance of viewing sport from various social perspectives.

**SPMG 340 SPORT FINANCE (3)** *Prerequisites: ECON 201, SPMG 260.* This course is an in-depth study of financial analysis processes utilized in decision making by sport managers. The focus of the course is on basic principles of micro-economics, business structures in sport organizations, basic tools of financial management, e-commerce, sources of revenue, and stadium finance. As an introduction to the fundamentals of finance as it relates to the sport industry, students are introduced to financial statement analysis, the time/value of money, investments, the player's contract, fund-raising, and the development of organizational budgets.

**SPMG 350 GENDER AND SPORT: ISSUES AND CONTROVERSIES (3)** *Prerequisites: junior standing and consent of instructor.* This course will expose students to obvious and subtle issues in the sport domain that contribute to different opportunities and experiences for males and females. The history of men's and women's participation patterns with American sport activities will be presented. There will be an exploration of the portrayal of the sporting images within the popular media that help shape the meanings of masculinity and femininity in America. In addition, the concepts of competitiveness and success will be explored with emphasis on the application to what this means for men and women. The issue of race/ethnicity on gender definition will be pursued as it is expressed in sport.