Inclusive classrooms.

This course includes a fieldwork component in which students engage in collaboration with other education professionals and paraprofessionals,

Individualized Educational Plans (IEPs). They also explore models of instruction model (SIM) and peer assisted learning which incorporate lessons and skill, and explicitly teaching both computation and problem-solving.

Students explore approaches to reading and writing instruction for adolescents with disabilities. The course emphasizes the use of assistive technologies to promote access to communication and text, for adolescents with disabilities. The course emphasizes the use of assistive technologies to promote access to communication and text,

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SPED 567 Instructional Planning for Students with Disabilities in Inclusive Settings (3 credits)
Prerequisite(s): SPED 579. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course is designed to provide educators with the skills necessary to meet the needs of students with disabilities in K-5 inclusive classrooms. Educators will learn how to use developmentally appropriate practice and universal design curriculum to enhance the learning of students who display competencies across a wide range. The major focus will be on practical techniques and strategies that can be used to provide quality instruction in inclusive settings.

SPED 568 Teaching Methods for Inclusive Education (3 credits)
Prerequisite(s): SPED 586. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), or Master of Education (MED). This course will enhance the ability of future educators to provide effective planning and instruction for students with disabilities in 6-12 inclusive classrooms. Educators will learn how to apply developmentally appropriate practice and curriculum design to improve the learning of students who exhibit competencies across a wide range. The emphasis will be on practical techniques and strategies that can be utilized in an inclusive setting.

SPED 578 Evaluation and Planning for Students with Learning Problems I (3 credits)
Prerequisite(s): SPED 579. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course presents the role of the LDT-C on the Child Study Team, the administration and interpretation of standardized and functional assessment methods for identifying learning difficulties and disabilities, training to facilitate data-based decision making, formulation of an instructional plan based on assessment data, assessment regulations in law code, and legal and ethical issues.

SPED 579 Special Education for Students with Disabilities (3 credits)
An overview of instruction for students with special needs; characteristics of special populations, federal and state legislation, educational implications of disabling conditions, principles for instruction and planning for inclusion are presented; community resources and special issues related to the education of students with disabilities are discussed.

SPED 581 Evaluation and Planning for Students with Learning Problems II (3 credits)
Prerequisite(s): SPED 578 and department approval. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Continuation of SPED 580 providing advanced training in the identification of and planning for students with learning problems; models for the formulation of assessment plans, administration and analysis of diagnostic batteries, special issues in evaluation, the use of evaluation data to make decisions regarding eligibility and instructional planning are presented; case study methods are used to simulate Child Study Team practice.

SPED 583 Educating Students with Moderate/Severe Disabilities (3 credits)
Prerequisite(s): SPED 367 or SPED 567 or SPED 568 (depending on the student's program). Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course is designed to provide educators with an understanding of how to use technology as a seamless part of the teaching and learning experience for students with disabilities in inclusive settings. Two main purposes for students with disabilities will be emphasized. Teachers will learn how to provide access to the curriculum for students with disabilities by using the principles of Universal Design for Learning as a framework for curriculum design. They will learn how to utilize technology to meet the unique needs of students with disabilities in order for them to attain maximum independence and participation in all environments.

SPED 584 Assessment in Special Education and Classroom Practice (3 credits)
Prerequisite(s): SPED 579. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course is designed to be an introduction for pre-service teachers in the field of Special Education assessment and accountability. The course introduces students to elements of traditional assessment, including record keeping, grading, objective and essay testing, theories of validity as well as authentic, performance, and portfolio assessment. The keeping of anecdotal records, inclusion, heterogeneous groups, and accommodations are also key components of this course. 20 hours field-based study required.

SPED 585 Technology for Inclusive Classrooms (2-3 credits)
Prerequisite(s): SPED 579. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). The course is designed to provide educators with an understanding of how to use technology as a seamless part of the teaching and learning experience for students with disabilities in inclusive settings. Two main purposes for students with disabilities will be emphasized. Teachers will learn how to provide access to the curriculum for students with disabilities by using the principles of Universal Design for Learning as a framework for curriculum design. They will learn how to utilize technology to meet the unique needs of students with disabilities in order for them to attain maximum independence and participation in all environments.

SPED 586 Educational Planning for Adolescents with Disabilities (3 credits)
Prerequisite(s): This course examines the principles and processes of educational planning for students with disabilities. Topics include: determining eligibility for special services; developing individualized educational programs; planning for transition from school to adult life; and community resources for adults with disabilities. The course provides an overview of disability experiences and diagnostic criteria, and emphasizes collaborative assessment and planning, self-advocacy, and self-determination for individuals with disabilities. 15 hours of field-based study required.
SPED 587 Advanced Instructional Techniques for Students with Learning Problems (3 credits)
Prerequisite(s): SPED 567 or SPED 568. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). The Learning Strategies Model for assisting students with learning problems to become independent will be used as framework; techniques for inclusion in regular educational settings, collaboration, strategies for planning instruction to meet diverse needs of students with mild disabilities, and special issues related to instruction will be presented.

SPED 588 Positive Behavior Supports for Diverse Learners (3 credits)
Prerequisite(s): SPED 579. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course is designed to provide future teachers with theory and practice related to the development of appropriate prosocial behaviors within inclusive classroom settings for students with disabilities. This course will focus on behavior and the developmental and environmental factors that influence its expression. Emphasis will be placed on functional analysis of behavior, how to promote appropriate behavior, and how to develop a classroom setting that fosters prosocial behaviors. Principles of social/emotional learning, social skills development as well as data collection, schedules of reinforcement monitoring progress, social problem solving, and promotion of positive behavior plans will be explored.

SPED 589 Research in Learning Disabilities (3 credits)
Prerequisite(s): SPED 587 and permission of graduate advisor. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

SPED 590 Practicum: Learning Disabilities Teacher-Consultant (3 credits)
Prerequisite(s): SPED 578, SPED 587, Departmental approval. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Supervised practice of the Child Study Team process in assessment and planning; administration of evaluation procedures and analysis of results; decision-making regarding eligibility and instructional planning, consultation and collaboration as a member of a Child Study Team will be emphasized.

SPED 591 Teaching Organization and Study Skills for the Inclusive Classroom (2-3 credits)
Prerequisite(s): SPED 469, SPED 568 or SPED 587. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). In this course, future and practicing teachers who work with students with disabilities in middle and secondary school learn how to enable those students to become more effective learners so they can have greater access to the general education curriculum. Increased inclusion has led to higher expectations for students with disabilities and the need to meet the more rigorous demands of the general education classroom. This requires study and organization skills, which students with disabilities often lack as a result of the impact of their disability. In this course, teachers become familiar with research-based study and organization strategies as well as effective instructional methods for systematic and explicit instruction to teach these strategies. Through these strategies, they can help students compensate for their disability characteristics and become more independent, engaged learners.

SPED 594 Independent Study (1-3 credits)
Prerequisite(s): Departmental approval. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Students select an area of Special Education and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation. May be repeated once for a maximum of 6 credits.

SPED 595 Medical and Physical Bases of Disabilities (3 credits)
Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Critical dimensions of the neurological and biological growth in the context of developmental disabilities are discussed. The relevance of the pediatric and neurological examinations for understanding disabilities is provided. The medical treatment of disabilities is presented.

SPED 596 Advanced Practicum: Learning Disabilities Teacher-Consultant (3 credits)
Prerequisite(s): SPED 590 and Departmental approval. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Continuation of SPED 590; students will enroll in SPED 596 to fulfill the 150 hour time requirement and the meeting of competency standards to practice as a Learning Disabilities Teacher-Consultant begun in SPED 590.
SPED 597 Practicum and Seminar in Teaching Students with Disabilities (3 credits)
Prerequisite(s): SPED 566, SPED 584, SPED 585, SPED 588, and permission of graduate advisor. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course provides students with direct experience in teaching children and adolescents with special education needs in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams that will help children and adolescents with learning difficulties be successful in regular and special education settings. The emphasis is on instruction of children and adolescents with mild to moderate disabilities. In addition to 90 hours of direct instruction of children and adolescents with special needs in an approved placement, each practicum student must participate in class seminars, conferences and planning sessions.

SPED 668 Consultation Methods in Psychoeducational Settings (3 credits)
Prerequisite(s): SPED 587. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Mutually exclusive with PSYC 668.

SPED 680 Special Topics in Special Education (1-3 credits)
Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Emphasis is on current issues in special education, with the focus on practices to foster inclusion. Topics will vary in accordance with need, concerns, or requests of school districts, teachers, LDT-Cs, or professional organizations desiring additional study in a particular area of special education. Current problems, concerns, research, methods of instruction and assessment, and issues are given priority. Credits are dependent upon number of hours, workshops and/or seminars that are appropriate to the topic. May be repeated twice for a maximum of six semester hours as long as the topic is different.

SPED 690 Action Research in Inclusive Settings (3 credits)
Prerequisite(s): SPED 587. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). This course represents a capstone course for graduate students in the process of theory, conceptualization, research methods, operationalization, and analysis in the completion of an action research project. This course will link all of the practical aspects of conducting action research with the scholarly tools that support the cycle of reflective practice, thereby showing prospective and practicing teachers how to make action research a natural part of their teaching and to utilize action research to enhance inclusive education for students with disabilities. The course will help define action research and clarify its nature, providing a clear description of the relationship between qualitative and quantitative research. Students will then be offered step-by-step procedures for planning, implementing, and evaluating the kind of research projects that help pre-service teachers use their own understanding and expertise to work systematically through finding a solution to the problem they are investigating. Students will make an oral presentation of their project results through a departmentally approved review process or an approved graduate symposium.

SPED 691 Issues, Policies and Trends in Inclusive Education (3 credits)
Prerequisite(s): Completion of 12 Graduate credits in the program. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). The culminating experience for the BA/MAT Dual Certification programs, this course focuses on policies, issues, and trends related to the education of students in inclusive settings. Relevant sociological and cultural perspectives focused on the social construction of disability are examined as well as their implications for the schools. Students synthesize, analyze, and evaluate issues of relevance to inclusive education that will impact their professional careers as teachers in inclusive environments and the future of inclusive education. Students also conduct an empirical research project on inclusion. Mutually exclusive with ECEL 691.

SPED 692 Culminating Project Extension (1 credit)
Prerequisite(s): SPED 690. Restriction(s): Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Continuation of culminating project. Students who do not complete their culminating project in SPED 690 will register for this class and work with a faculty mentor until the project is completed. Registration for this class is required each semester until the project is completed.