



Special Education Courses

SPED 3105 Orientation to Special Education (1 credit)

This course works in conjunction with the first four core courses offered in the Special Education Licensure Program. Field work experiences are required in each level of the program. This course is used to document the hours that the candidate has logged in at the practicum site. In addition, the teacher candidate is required to attend webinars with topics related to the field of special education. The webinars also involve the coach that the candidate has been working with at the practicum site. One purpose of this course is to increase the communication between the candidate, the coach, and the university. The special education courses provide the candidate with theory and background information necessary to be an effective educator and to meet the Special Education Standards required by the Minnesota Department of Education. The inclusion of the coach in the conversation allows the candidate to see the connection of theory to best practice in a school setting.

SPED 3106 Professional Practice in the Elementary/Middle School Setting (1 credit)

This course works in conjunction with the second tier of courses offered in the Special Education Licensure Program. At Tier 2, field experiences are required at the elementary and middle school level. This course is used to document the hours that the candidate has logged in at the practicum site. In addition, the teacher candidate is required to attend webinars with topics related to the field of special education. The webinars also involve the coach that the candidate has been working with at the practicum site. One purpose of this course is to increase the communication between the candidate, the coach, and the university. The special education courses provide the candidate with theory and background information necessary to be an effective educator and to meet the Special Education Standards required by the Minnesota Department of Education. The inclusion of the coach in the conversation allows the candidate to see the connection of theory to best practice in a school setting. Prerequisites: Completion of all Tier 1 courses: SPED 3105, SPED 3600, SPED 3640, SPED 3650, and SPED 4715; and ED 3201. Corequisites: Can be taken concurrently with Tier 2 courses SPED 3620, and/or SPED 3630, whichever is/are the last course(s) to be completed in Tier 2.

SPED 3107 Professional Practice in the Secondary School Setting (2 credits)

This course works in conjunction with the third tier of courses offered in the Special Education Licensure Program. Field work experiences are required in each level of the program. This course is used to document the hours that the candidate has logged in at the practicum site. In addition, the teacher candidate is required to attend webinars with topics related to the field of special education. The webinars also involve the coach that the candidate has been working with at the practicum site. One purpose of this course is to increase the communication between the candidate, the coach, and the university. The special education courses provide the candidate with theory and background information necessary to be an effective educator and to meet the Special Education Standards required by the Minnesota Department of Education. The inclusion of the coach in the conversation allows the candidate to see the connection of theory to best practice in a school setting. Prerequisites: Completion of all Tier 1 courses: SPED 3105, SPED 3600, SPED 3640, SPED 3650, and SPED 4715; and Completion of all Tier 2 courses: ED 3201; SPED 3106; SPED 3620 or SPED 3630.

SPED 3600 Study of the Learner with Special Needs (3 credits)

A special education foundation course that provides an introductory overview of special education and the characteristics and learning needs of school-age children with exceptionalities. An approved field experience is required. This is a prerequisite course for most courses required for special education licensure. It can be taken simultaneously with SPED 3650, SPED 3715, and/or ED 3201. Prerequisites: ED 3100, ED 3110, ED 3350, and passing scores on the Minnesota Teacher Licensure Exam (MTLE) Basic Skills Test.

SPED 3620 Teaching the Learner with Specific Learning Disabilities I (3 credits)

An introduction to the field of learning disabilities. It is a study of learners whose special learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasizes historical foundations, current education definitions of learning deficits, federal and Minnesota eligibility criteria for services, etiology of learning disabilities, relationship between learning disabilities and other associated conditions, impact of information processing deficits on children with learning disabilities, and social or emotional aspects of children and youth with learning disabilities. An applied experience is required and includes an approved elementary (K-6) clinical. Prerequisites: SPED 3105, SPED 3600, SPED 3640, SPED 3650, and SPED 4715 (all Tier 1 courses).

SPED 3630 Teaching the Learner with Emotional Behavioral Disorders I (3 credits)

Introduction to the characteristics and needs of students with emotional and behavioral disorders within the context of school, family, and community settings. Students are helped to understand key concepts through participation in an approved elementary (K-6) special education clinical experience. Prerequisite: SPED 3105, SPED 3600, SPED 3640, SPED 3650, and SPED 4715 (all Tier 1 courses).

SPED 3650 Collaborative Techniques for Special Educators (3 credits)

A study of techniques when collaborating with parents, caregivers, community services, and other support services to enhance the learning of the learner with special needs, within an academic setting. An approved clinical experience includes a parent interview, working with outside agencies such as social services, medical facilities, parent advocacy, and service providers from outside the school district, and transition service agencies. Prerequisites or Corequisites: SPED 3600, SPED 3640, and SPED 4715.

SPED 3655 Due Process in Special Education I: Individual Education Plan (3 credits)

This course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. It concentrates on the creation of compliant Individualized Education Plans (IEP) to meet the academic and/or emotional and behavioral needs of the students receiving special education services. Prior Written Notices for IEPs and Functional Behavioral Assessments are reviewed. Prerequisites: SPED 3600.

SPED 3660 Autism Spectrum Disorders: Mild to Moderate Disabilities (3 credits)

This course presents a whole-person perspective of individuals with high-functioning Spectrum, also known as essential autism, which surveys research-based approaches to teaching; biological and neurological information necessary for assessment, genetic research, legislation, and the CEC Code of Ethics. The course material contains material that covers birth through the age of 21 due to the changes that occur over time with individuals with mild to moderate autism spectrum disorder (ASD). This course requires 40 hours of field experiences; with 20 hours field experiences being dedicated to students ranging from birth to Pre-Kindergarten and 20 hours of field experiences being dedicated to Kindergarten through grade 6. Prerequisites: SPED 3600, SPED 3650, or consent of instructor.

SPED 3665 Autism Spectrum Disorders: Social Skills Training (3 credits)

This course presents advanced social skills and communications perspective of the standards presented in SPED 3/5660 as well as a whole-person perspective of individuals on the Autism Spectrum; the need for social skills training from a communicative stance, a psycho-social stance, and a transition stance throughout life, while observing the CEC Code of Ethics. The course contains instruction from birth to the age of 21. This course requires 40 hours of field experiences with individuals on the Autism Spectrum from 5th grade to 8th grade. Prerequisites: SPED 3600, SPED 3650, or consent of instructor.

SPED 4715 Curriculum Techniques with Special Populations (3 credits)

Students learn to design curricular interventions in academic and socio-emotional arenas and techniques for accommodating diverse learners within regular education settings. Requires an approved clinical experience developing an Individual Application Project in collaboration with a mainstream teacher. Prerequisite or Corequisite: SPED 3600 or consent of the instructor.

All-University Courses

The course numbers listed below, not always included in the semester class schedule, may be registered for by consent of the advisor, instructor, or department chair, or may be assigned by the department when warranted. Individual registration requires previous arrangement by the student and the completion of any required form or planning outline as well as any prerequisites.

1910, 2910, 3910, 4910 DIRECTED INDEPENDENT STUDY

1920, 2920, 3920, 4920 DIRECTED GROUP STUDY

1930, 2930, 3930, 4930 EXPERIMENTAL COURSE

1940, 2940, 3940, 4940 IN-SERVICE COURSE

1950, 2950, 3950, 4950 WORKSHOP, INSTITUTE, TOUR

1960, 2960, 3960, 4960 SPECIAL PURPOSE INSTRUCTION

1970, 2970, 3970, 4970 INTERNSHIP

1980, 2980, 3980, 4980 RESEARCH

1990, 2990, 3990, 4990 THESIS