



Special Education Courses

SPED 3105 Professional Practice in Special Education I (1 credit)

This one-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. This course is taken during the candidate's first semester in the program. Signature Assessment 1 is completed in this course. Prerequisites: Current teacher license or completion of a teaching degree or completion of ED 3100, ED 3110, enrolled in or completed ED 3350 or consent of instructor. Co-requisite: SPED 3600.

SPED 3400 ABS Instructional Decision Making (3 credits)

This course is designed to provide an overview of and practical application with curriculum-based procedures for assessment and evaluation. The emphasis will be on classroom-based measures that can be used to make educational decisions to plan instruction for students; particularly those who are experiencing academic difficulty. Prerequisite(s): ED 3100, SPED 3600, SPED 3650

SPED 3450 ABS Educational Psychology (3 credits)

A study of the teaching and learning process with a focus on students with special education needs and how to ensure effective planning instruction, management, and assessment; learning from behavioral, information processing, and constructivist views focusing on how learning is influenced by cognitive, personal, social, and moral development, and by teaching approaches, motivation, and other factors attributed to the students' unique needs. Prerequisite(s): ED 3100, SPED 3600, SPED 4715

SPED 3550 ABS Pedagogy (3 credits)

Introduction to the elements of designing effective instruction for learners with special needs: learners, goals and objectives, teaching strategies, instructional technologies, and assessment, with special attention to the learners' unique needs. Concepts from educational psychology are applied to the development of appropriate educational materials for diverse learners. Prerequisite(s): ED 3100, SPED 3600, SPED 3650, SPED 4715.

SPED 3566 Survey of Mild Disabilities II (3 credits)

This is an introductory level survey course that studies the strategies, methods and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on history, etiology, characteristics, and instructional needs for individuals with mild disabilities including Autism Spectrum Disorder, Learning Disabilities, and Emotional Behavior Disorders. This course addresses learner traits relevant to specific intervention methods and instructional strategies across content areas as well as the roles of educators in inclusive settings to successfully collaborate to meet the needs of individuals with exceptionalities. Prerequisite(s): ED 3100, 3110, 3140, 3350, SPED 3600, 3650 or instructor consent.

SPED 3567 Survey of Special Education Law (3 credits)

The focus of this course is on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course introduces students to the referral, evaluation, planning, and programming process. This course will build an understanding of the role a teacher of special education has: being able to address academic and behavioral strategies, understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. 20 hours of field experience. Prerequisite(s): ED 3100, 3110, 3140, 3350, SPED 3600, 3650 or instructor consent.

SPED 3570 Survey of Mild Disabilities I (3 credits)

This is an introductory level survey course that studies the strategies, methods and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on history, etiology, characteristics, and instructional needs for individuals with mild disabilities including Autism Spectrum Disorder and Developmental Cognitive Disability. This course addresses learner traits relevant to specific intervention methods and instructional strategies across content areas as well as the roles of educators in inclusive settings to successfully collaborate to meet the needs of individuals with exceptionalities. Prerequisite(s): ED 3100, ED 3110, ED 3140, ED 3350, SPED 3600, SPED 3650

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

This is a foundation course for special education. The course provides an introductory overview of special education and characteristics and learning needs of school-age children with exceptionalities. The course is taken simultaneously with SPED 3105. Prerequisites: Current standard teaching license or completion of a teaching degree or completion of ED 3100, ED 3110, enrolled in or completed ED 3350 or consent of instructor. Co-requisite: SPED 3105 (Exempt: Developmental Adaptive Physical Education (DAPE) program. DAPE will still have the documented 10 hours)

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

This course is designed to introduce the candidate to the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on 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. A 20-hour approved clinical experience at the kindergarten-6 level is required. Prerequisites: SPED 3600.

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

The course is an introduction to the characteristics and needs of students with emotional and behavioral disorders within the context of school, family and community settings. A 20-hour approved clinical experience at the K-12 level is required. Prerequisites: SPED 5600.

SPED 3650 Collaborative Techniques for Special Educators (3 credits)

A study of the importance of and techniques for collaboration with parent, caregivers, community services and other support services to enhance the learning outcomes for students with special needs. (DAPE will still have the documented 10 hours)

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

The course focuses on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course concentrates on the creation of compliant Individualized Education Plans (IEP) to meet the academic and/or emotional and behavioral needs of students receiving special education services. Prerequisites: SPED 5600. (DAPE will still have the documented 10 hours)

SPED 3660 Teaching the Learner with Autism Spectrum Disorder I: Mild to Moderate (3 credits)

This course presents a whole-person perspective of individuals with high-functioning Autism Spectrum Disorder and 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 covers birth through the age of 21 and requires 20 hours of field experience with 10 hours dedicated to birth to Pre-Kindergarten and 10 hours dedicated to Kindergarten through Grade 12. Prerequisites: SPED 5600.

SPED 3665 Social Skills (3 credits)

This course is designed to explore evidence based social skill and communication skill interventions for students diagnosed with ASD, EBD and SLD. The course requires 10 hours of field experience with students in Grades 5-8. Prerequisites: SPED 5600.

SPED 4107 Special Education Seminar (3 credits)

The Special Education Seminar supports students as they progress through student teaching and their completion of the edTPA. The class will meet online weekly throughout student teaching to discuss the application of content and skills learned in coursework as well as current issues and trends in special education such as instructional design, classroom management, due process, UDL, assessment, parent involvement, professional well-being, and inclusion. During the course, students will utilize OSEP Technical Assistance centers, What Works Clearinghouse, and identify other resources to be used during student teaching and into their careers as special educators. Further, students will examine the benefits of membership in professional organizations such as the Council for Exceptional Children and its many special interest divisions. Students will access and discuss various practitioner-oriented journals in the field of special education that will serve as recourse for evidence-based practices throughout their careers. Prerequisite(s): All ABS coursework Co-Requisite(s): ED 4840.

SPED 4500 ABS Math Methods (3 credits)

Study of problems students with mild- moderate learning needs exhibit in mathematics and of explicit teaching practices that are proven to be successful. Diagnostic, remedial and instructional strategies that meet state standards and reflect NCTM scope and sequence in mathematics are explored, developed and applied. The course requires an approved middle level (grades 5-8) clinical experience. Prerequisite(s): ED 3100, SPED 3600, SPED 3650, SPED 4715.

SPED 4600 ABS Reading Methods (3 credits)

Study of the problems students with learning needs may exhibit in the area of reading and explicit teaching practices that are successful with such learners. Diagnostic, remedial and instructional best-practice strategies and activities are explored and applied. Prerequisite(s): ED 3100, SPED 3600, SPED 3650, SPED 4715.

SPED 4650 ABS Applied Behavior Analysis for Teachers (3 credits)

This course is designed to teach pre-service special education teachers the basics of Applied Behavior Analysis as well as classroom management skills that foster positive interactions among students in pre-K through 12th grade. Students will learn to conduct behavioral assessments and report results through professional writing. Prerequisite(s): ED 3100, SPED 3600, SPED 3650, SPED 4715

SPED 4700 ABS Positive Behavior Interventions and Supports (3 credits)

This course is designed to teach special education teachers the principles of Positive Behavior Supports and how they apply to instruction and management. Students will learn how PBIS can be applied at the school, classroom, and individual student levels. Students will also apply assessment methods learned in SPED 4650 to identify behavioral function for an individual student. Based on the results of the assessment, students will write a behavior intervention plan. Prerequisite(s): ED 3100, SPED 3600, SPED 3650, SPED 4715.

SPED 4715 Curriculum Techniques with Special Populations (3 credits)

The focus of the course is curricular interventions and techniques for accommodating diverse learners within the general education setting. A 10-hour approved field experience at the 6-8 grade level is required. Prerequisites: SPED 3600.

SPED 4917 DIS Tchg Assoc | (1-2 credits)

Directed Independent Study | Teaching Associate

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

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