



## Special Education Courses

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### **SPED 5105 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 5100, ED 5110, enrolled in or completed ED 5350 or consent of instructor. Corequisite: SPED 5600.

### **SPED 5106 Professional Practice in Special Education II (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. The course is taken during the program's third semester. Signature Assessment 2 is completed in this course. Prerequisites: SPED 5600, SPED 5105, and consent of instructor.

### **SPED 5107 Professional Practice in Special Education III (2 credits)**

This two-credit course is designed to augment the clinical experiences required throughout the Special Education Licensure Program and facilitate interaction with teacher coaches/mentors. The course is taken during the program's fifth semester together with the final courses in the program. Signature Assessment 3 is completed in this course. Ten hours of field work for consultation and discussion with the mentor teacher and other professionals in the schools regarding content in the course and tasks related to Signature Assessment 3, are required. Prerequisites: SPED 5105, SPED 5106, SPED 5600, and consent of instructor.

### **SPED 5566 Survey of Mild Disabilities (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 Specific 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): SPED 5600, SPED 5650.

### **SPED 5567 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.

### **SPED 5570 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): SPED 5600, SPED 5650.

### **SPED 5600 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 5105. Prerequisites: Current standard teaching license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350 or consent of instructor. Co-requisite: SPED 5105 (Exempt: Developmental Adaptive Physical Education (DAPE) program. DAPE will still have the documented 10 hours)

### **SPED 5620 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 K-6 level is required. Prerequisites: SPED 5600

### **SPED 5630 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 5650 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 5655 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 5660 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 5665 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 5715 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 5600.

### **SPED 5917 DIS Tchg Assoc | (1-2 credits)**

Directed Independent Study | Teaching Associate

**SPED 6603 Math Difficulties: Diagnosis and Intervention (3 credits)**

The course is a study of the problems students with learning needs exhibit in mathematics and of explicit teaching practices that are proven to be successful. Diagnostic, remedial and instructional activities that meet state standards and reflect National Council of Teachers of Mathematics (NCTM) scope and sequence in mathematics are explored, developed and applied. Prerequisites: SPED 5600.

**SPED 6605 Due Process in Special Education II: Assessment and Reporting (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 assessment of students receiving special education services. A 20-hour approved clinical experience at the 9-12 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

**SPED 6608 Reading Difficulties: Diagnosis and Intervention (3 credits)**

The course studies 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. MN elementary reading standards are embedded in this course. Prerequisites: SPED 5600.

**SPED 6610 Introduction to Educational Research I (3 credits)**

This course is an introduction to the fundamental principles of educational research, including the analysis and critique of quantitative, qualitative, and emerging research designs, data collection methods, and descriptive approaches. This course is taken in preparation for planning, completing and reporting on the project required in the MSPED Applied Capstone graduate program. Prerequisite(s): Admission to the MSPED program and completion of a minimum of seven required courses in the Master of Special Education degree program or by instructor consent.

**SPED 6620 Teaching the Learner with Specific Learning Disabilities II (3 credits)**

The course is designed to provide continuing study into 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 designing individual education program plans to implement developmentally appropriate instruction for students with learning disabilities or learning deficits. Teaching strategies to assist students in developing lifelong skills to transfer into general education and transition areas are studied. A 20-hour approved clinical experience at the 9-12 grade level is required. Prerequisites: SPED 5600, SPED 5620.

**SPED 6630 Teaching the Learner with Emotional Behavioral Disorders II (3 credits)**

The course studies the assessment and management of behavior problems in the classroom. Techniques include functional behavioral assessments, cognitive strategies, behavior modification techniques and crisis prevention. A 20-hour approved clinical experience from 9-12th grade. Prerequisites: SPED 5600, SPED 5630.

**SPED 6640 Advanced Strategies with Special Populations (3 credits)**

This course uses scientifically based research strategies to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills. This course requires a 20-hour approved field experience that includes developing an individual application project in collaboration with a supervising teacher licensed in the area the student is seeking licensure in. Prerequisite(s): Initial Special Education license already completed or instructor consent.

**SPED 6650 Practicum Strategies with Special Populations (2 credits)**

This is a 2-credit graduate practicum course where students, using scientifically based research strategies, learn to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills... This course requires an 80-hour practicum approved that includes developing an individual focus project. This course is for Conventional and Add-on Licensure students (those who take 3 classes for an ASD, EBD, or SLD license after they have completed the requirements for their first license). Prerequisite(s): Completion of initial SPED license: SPED 3/5600, 3/5650, 3/5655, 4/5715, 6605, 6608, 6603

**SPED 6660 Teaching the Learner with Autism Spectrum Disorder II: Moderate to Severe (3 credits)**

This course presents a whole-person perspective of individuals with moderate to severe Autism Spectrum Disorder and surveys research-based approaches to teaching, biological and neurological information necessary for assessment, genetic research, legislation, transition and the CEC Code of Ethics. The course material covers birth through the age of 21 and requires 15 hours of field experiences with individuals from 9-12th grade. Prerequisites: SPED 5600, SPED 5660.

**SPED 6680 Single Subject Research in Special Education (3 credits)**

Study of single subject research analysis as used in special education. Includes strategic issues for conducting single subject research design, methodology, and interpretation of data. Students complete the proposal for the Master in Special Education project. Prerequisites: SPED 6610 or consent of instructor.

**SPED 6690 Summative Applications in Special Education (3 credits)**

Culminating experience where students demonstrate their development as reflective professionals within the field of special education. Students complete and present their Master in Special Education project. Prerequisites: SPED 6610 and SPED 6680, or consent of instructor.

**SPED 6921 Directed Group Study (3 credits)**

Arranged group study

**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