SPED 410. Introduction to Individual with Exceptionalities. 3 Hours.
This course develops students' foundational knowledge of historical perspectives, educational principles, laws, and professional ethics and roles in the fields of special education and English Language Learners (ELL). It focuses on the learning and behavioral characteristics of diverse learners, including students with exceptionalities (which includes disabilities, Attention Deficit Hyperactivity Disorders, Dyslexia, and Gifted/Talented) students who are ELL and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners. Additionally, this course introduces instructional strategies, appropriate curriculum, accommodations, modifications, and assistive technology to ensure the success of all learners.

SPED 415. Teaching Students with Moderate to Severe Disabilities. 3 Hours.
This course prepares teachers to meet the need of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: methods of instruction for students with moderate to severe disabilities, research-based instructional interventions demonstrated to be effective with this specific population, and strategies to measure, document, and track student performance for the purpose of making evidence-based decisions and planning.

SPED 416. Behavior Management and Motivation. 3 Hours.
This course examines different motivational and behavior management theories and strategies. Practical techniques to use with individual students, small groups, and classrooms will be explored. Prerequisite: Admitted to the Teacher Preparation Program.

SPED 417. Assessment of Individuals with Exceptionalities. 3 Hours.
This course focuses on the use of formative and summative assessment to inform instructions and to ensure student achievement for all learners. Based upon the principles of ethical assessment, best practices, and standards-based assessment, students will develop knowledge and skills in the administration and interpretation of assessment. Additionally, assessment of at-risk students, students with exceptionalities, students who are English Language Learners (ELL) and students who are Culturally and Linguistically Diverse Exceptional (CLDE) learners will be emphasized.

SPED 418. Research, Trends, and Issues in Education. 3 Hours.
This course presents current research, issues, and trends in education, specifically emphasizing the teaching-learning process to meet specific student learning needs. Emphasis is placed on teacher candidates integrating best practices in the teaching-learning process including: 1) Strength-based strategies, 2) Understanding by Design, 3) Differentiation, 4) Differentiation for Neurodiversity, 5) State Accountability Testing, and 6) Teacher Evaluation. Prerequisite: Admission to the Teacher Preparation Program.

SPED 489. Individual Study. 3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract with the approval of the instructor and dean.

SPED 520. Technology for Inclusion. 3 Hours.
This course focuses on developing students' understanding of learners with special needs and the use of assistive technologies (AT) to meet the needs of such learners in inclusive settings. Students will investigate inclusion, accessible design, and using technology to meet the objectives of Individualized Education Plans of students with disabilities.

SPED 525. Special Education Law. 3 Hours.
This course explores special education legislation (federal and state) influencing the current practices in public and private schools, agencies, communities, and public services relative to individuals with disabilities.

SPED 540. Introduction to Exceptionalities. 3 Hours.
This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Prerequisite: Must be admitted into Alternative Certification Program.

SPED 541. Assessment and Instructional Planning. 3 Hours.
This course provides the student with experiences to develop competency in informal assessment procedures that address processing and learning. Students link the results of neurodevelopment assessment, curriculum-based assessment, and performance-based assessment to individualized instructional planning.

SPED 542. Methods for Exceptional Learners I. 3 Hours.
This course prepares teachers to meet the need of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: methods of instruction for students with moderate to severe disabilities, research-based instructional interventions demonstrated to be effective with this specific population, and strategies to measure, document, and track student performance for the purpose of making evidence-based decisions and planning.

SPED 543. Methods for Exceptional Learners II. 3 Hours.
This course prepares teachers to meet the needs of learners with mild to moderate disabilities, ages 3 to 21 years. The course content focuses on: (1) methods of instruction for students with mild to moderate disabilities in inclusive settings; (2) research-based instructional interventions demonstrated to be effective with this specific population, and (3) strategies to measure, document, and track student performance for the purposes of making evidence-based decisions and planning.
SPED 547. Cognitive Assessment. 4 Hours.
This course provides the students with experiences to develop competent skills in individual cognitive assessment for children, adolescents, and adults. Specific emphasis is on the administration and interpretation of formal standardized instruments. Prerequisite: SPED 549.

SPED 548. Instructional Planning for Diagnosticians. 3 Hours.
This course provides the students with experiences needed to develop legal and educationally beneficial Individual Education Programs (IEPs). Students use assessment results to write Individualized Educational Plan goals, and investigate collaborative planning key stakeholders. Prerequisite: SPED 547 and SPED 549.

SPED 549. Achievement Assessment. 4 Hours.
This course emphasizes the administration of formal standardized instruments, and the use of results for instructional planning.

SPED 566. Behavior Management and Motivation. 3 Hours.
This course examines motivational and behavior management theories and strategies. The use of functional behavioral assessment, as well as its application to intervention planning, is emphasized along with current research, issues, and trends.

SPED 585. Practicum for Educational Diagnosticians. 1 Hour.
This course provides a platform for students in the Educational Diagnostian program to actively "shadow" a practicing diagnostician while they complete their professional activities in public school in meeting time management, assessment, collaboration, legal and ethical requirements of their position. Additionally, students will demonstrate competency in administering individual cognitive assessments using the Wechsler Intelligence Tests and Woodcock-Johnson Cognitive Assessment Battery for purposes of eligibility determination, diagnosis, and individualized instructional planning.

SPED 589. Individual Study. 1-3 Hours.
This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract with approval of the instructor and dean.

SPED 597. Special Topic. 1-3 Hours.
Instructors will provide an organized class designed to cover areas of a specific topic. Students may repeat the course when topics vary.