

# SPECIAL EDUCATION (SPECED)

---

## Courses

### **SPECED 201 DISABILITY, RACE, & ETHNICITY IN SOCIETY 3 Units**

The course addresses the perspectives and social construction of disability in underrepresented groups (e.g., African Americans, Latina). The course focuses on the intersection of political, racial, and cultural context of disability. Particular attention is given to perceptions of access to resources pertaining to underrepresented groups. Strategies to promote access, authentic and more equitable and responsive services are discussed.

### **SPECED 205 INTRODUCTION TO SPECIAL EDUCATION 3 Units**

A survey course designed to familiarize students with a wide range of disabilities, including the psychological, physiological, and educational problems that confront persons with intellectual disabilities, learning disabilities, gifts and talents, emotional or behavioral disorders, autism, speech impairments, auditory impairments, visual impairments, and orthopedic and neurological impairments. The course provides a foundation for interacting with individuals throughout the lifespan and addresses how the referral/placement processes can discriminate against marginalized populations or facilitate inclusion.

### **SPECED 290 WORKSHOP 1-3 Units**

### **SPECED 321 CHARACTERISTICS OF AND INTERVENTIONS FOR EBD 3 Units**

This course introduces the field of Emotional Behavioral Disorders (EBD). Students will learn about characteristics of EBD and how they manifest, learn about how different theories explain challenging behavior and interventions from multiple perspectives through the lifespan. The course also provides intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management are taught. In addition, methods for creating effective program models is a focus.

PREREQ: SPECED 205 AND (SPECIAL EDUCATION MAJOR/MINOR OR PHYSICAL EDUCATION EC-A OR FAMILY, HEALTH, DISABILITY STUDIES MINOR)

### **SPECED 322 CHARACTERISTICS AND INTERVENTIONS FOR INTELLECTUAL DISABILITIES 3 Units**

This course introduces students to the field of intellectual disabilities. Students will learn about the causes, characteristics; eligibility requirements; current cultural and historical views of intellectual disabilities; and social emotional, medical, physical, educational, and life-span considerations for individuals with intellectual disabilities.

PREREQ: SPECED 205 AND (SPECIAL EDUCATION MAJOR/MINOR OR PHYSICAL EDUCATION EC-A OR FAMILY, HEALTH, DISABILITY STUDIES MINOR)

### **SPECED 325 CHARACTERISTICS AND INTERVENTIONS FOR LEARNING DISABILITIES 3 Units**

This course provides an examination of the field of learning disabilities. Emphasis on the concept of learning disabilities, etiology, diagnosis, characteristics, teaching strategies, theory, historical influences, and current trends. Eligibility and models of service delivery will also be examined. Typical and atypical learning development across the life-span is addressed.

PREREQ: SPECED 205 AND (SPECIAL EDUCATION MAJOR/MINOR OR PHYSICAL EDUCATION EC-A OR FAMILY, HEALTH, DISABILITY STUDIES MINOR)

### **SPECED 326 INTRODUCTION TO INDIVIDUALIZED DIAGNOSTIC ASSESSMENT OF EEN 3 Units**

A core course providing an overview of educational assessment and diagnosis of those with disabilities. Emphasis is placed upon testing for IEP development, the teaching and implications of the educational evaluation for multidisciplinary team decision making.

PREREQ: SPECED 205

### **SPECED 327 CHARACTERISTICS AND METHODS FOR AUTISM AND NEURODIVERSITY 3 Units**

This course offers an overview of characteristics, theory, and teaching applications for students with autism spectrum disorder (ASD) and neurodiverse students. Discussion includes the major theories, teaching approaches, trends, etiological and diagnostic issues, classroom structure and environmental arrangement, research based instructional strategies, and family involvement.

PREREQ: SPECED 205 AND (SPECIAL EDUCATION MAJOR/MINOR OR PHYSICAL EDUCATION EC-A OR FAMILY, HEALTH, DISABILITY STUDIES MINOR)

### **SPECED 328 GUIDING YOUNG CHILDREN II 2 Units**

This course provides students with the ability to address challenging behaviors and promote positive behaviors for young children. Specifically, students learn to understand the function of behavior, the skills to conduct a functional behavior assessment (FBA), and how to create, implement, and analyze a behavior intervention plan (BIP).

PREREQ: (ADMISSION TO PROFESSIONAL EDUCATION AND (EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR) AND EDUINDP 319) OR INSTRUCTOR APPROVAL

### **SPECED 335 EARLY CHILDHOOD ASSESSMENT AND EVALUATION 4 Units**

This class is designed to assist candidates in acquiring skills related to the assessment of young children through authentic/informal approaches (observational play-based approaches, functional assessment strategies, and other criterion-referenced instruments) and norm-referenced assessments. This class provides candidates with knowledge of the legal and ethical considerations related to assessing young children (Birth through grade 3). Candidates will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, interpreting results and writing reports, linking assessment results with IEP/IFSP goals and outcomes, and communication with parents and other professionals.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND (EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR)

**SPECED 360 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOMS 3 Units**

The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

PREREQ: SPECED 205 AND ((ADMISSION TO PROFESSIONAL EDUCATION) OR (DISABILITY IN COMMUNITY, SCHOOL, AND SOCIETY MINOR))

**SPECED 361 INCLUSIVE METHODS OF INSTRUCTION 3 Units**

This course is designed to help prospective special education teachers in grades K-12 learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivering instruction including lesson planning and unit planning.

PREREQ: SPECED 321, 322, AND 325 AND ADM PROF ED OR SPECED MINOR AND ADM PROF ED

**SPECED 365 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS 2 Units**

This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with disabilities or at risk for developmental delays within the family setting. Content includes an examination of legislative action that calls for intervention services for the birth to three populations in natural settings, screening and assessment procedures, eligibility criteria for service delivery, how to facilitate the individualized family service plan (IFSP) process when working closely with and supporting families, and team collaboration styles.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND (EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR)

**SPECED 376 MEDICAL ASPECTS OF DISABILITY 3 Units**

This course focuses on the study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons who experience conditions which impact educational goals and programming. Emphasis areas include the etiology, development, and life experiences of children for whom families and professionals provide individualized care and education. Pre-, peri-, and post-natal conditions affecting human development are discussed.

PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR EARLY CHILDHOOD EDUCATION MAJOR OR CONSENT OF INSTRUCTOR

**SPECED 440 ADVANCED BEHAVIOR INTERVENTION STRATEGIES 3 Units**

The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION COREQ: CONCURRENT ENROLLMENT IN SPECED 440 AND SPECFLD 485

**SPECED 444 PLANNING FOR INDIVIDUAL NEEDS I 3 Units**

This class provides a foundation for understanding current frameworks, service delivery models, and best practices in early childhood special education. Students learn about the coaching and consultation process, how to collaborate effectively with others, approaches to individualizing instruction, and how to facilitate the individualized education program (IEP) process when working with young children with disabilities and their families.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND (EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR)

**SPECED 445 PLANNING FOR INDIVIDUAL NEEDS II 3 Units**

This class provides students with the skills to develop and adapt curriculum and instructional strategies within a multi-tiered system of support to meet the educational needs of young children who require individualized instruction. The emphasis is on providing intervention in inclusive environments. Students learn naturalistic and systematic instructional approaches to meet the needs of young children with disabilities including those with autism spectrum disorders and other developmental disabilities.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND (EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR) COREQ: CONCURRENT ENROLLMENT IN EDUINDP 376 AND SPECED 445

**SPECED 458 COLLABORATION FOR EFFECTIVE INSTRUCTION 3 Units**

This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction including tiered objectives and UDL. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools, develop professional dispositions, and the use of a cooperative learning structure (co-teaching arrangements).

PREREQ: SPECED 361 COREQ: SPECFLD 410

**SPECED 461 STANDARDIZED ASSESSMENT FOR DIVERSE LEARNERS 3 Units**

This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

**SPECED 462 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, ID 3 Units**

A course designed to develop advanced diagnostic skills for elementary/secondary students with mild/moderate disabilities (LD, ED, ID). Emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues/trends are discussed.

PREREQ: SPECED 326 AND RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

**SPECED 465 CURRICULUM AND METHODS FOR INTELLECTUAL DISABILITIES - FUNCTIONAL 3 Units**

This course prepares teacher candidates to work with high incidence and low incidence disabilities. It provides methods, strategies and techniques in assessment, curriculum development (augmentative communication, sensory integration, adaptive switches, and functional life skills), program design (positioning, physical handling, feeding facilitation), instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus is on all aspects of functional programs across home, school, community and vocational environments.

PREREQ: SPECED 322 AND SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

**SPECED 466 WORKING WITH PARENTS OF EXCEPTIONAL CHILDREN & COMMUNITY AGENCIES 3 Units**

Provides insight into the adjustment problems of individuals with disabilities in the home and school environments. Particular emphasis upon consultation and supportive skills to aid the person and their parents in dealing with school or agency personnel and programs.

PREREQ: SPECED 205 AND (SPECIAL EDUCATION MAJOR/MINOR OR PHYSICAL EDUCATION EC-A OR FAMILY, HEALTH, DISABILITY STUDIES MINOR)

**SPECED 475 LEGAL COMPLIANCE IN SPECIAL EDUCATION 3 Units**

Students will review laws governing the education of students with disabilities, learn specifics of individualized education program compliance and practice program writing and development that meet both the letter and intent of federal and state law. Students will also explore common areas of noncompliance and learn strategies to prevent noncompliance. The focus will be on IFSP and IEP procedures.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION OR (SPECIAL EDUCATION FOR NON-EDUCATION MAJORS MINOR AND SPECED 321 AND SPECED 322 AND SPECED 325)

**SPECED 476 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES 3 Units**

This class provides methods, strategies, and interventions for working with individuals with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information related to the care, instruction, and programming, medical aspects and terminology, positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for individuals with severe and profound disabilities.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND (EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION MAJOR)

**SPECED 480 STUDENT TEACHING/INTERNSHIP PRACTICUM SEMINAR 3 Units**

Teacher candidates will explore the respective roles and responsibilities of all student teaching personnel and school personnel. Attention is given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department requirements including unit plans, an IEP, an FBA and BIP, and online reflection journal submissions.

PREREQ: DEPARTMENT CONSENT COREQ: SPECFLD 489

**SPECED 485 SPECIAL ED ALTERNATIVE WISCONSIN FOUNDATIONS OF READING TEST 1 Units**

This capstone course is designed to meet the professional licensing requirement of passing the Wisconsin Foundations of Reading Test in an alternative portfolio format required for Wisconsin Cross Categorical Special Education teachers. Participants will complete the required portfolio content to pass the Alternative WIFORT including documentation of required course grades, intensive intervention planning (phonological awareness, phonics, and fluency), integrative thematic unit instruction plans (vocabulary, comprehension, and fluency), and completion of a minimum of two instructional observations and coaching sessions by a Wisconsin certified Reading Specialist addressing phonological (phonemic) awareness, phonics, fluency, vocabulary, and reading comprehension.

**SPECED 486 SCIENCE OF READING I FOR STUDENTS WITH DISABILITIES 3 Units**

The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through using research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction in special/general education. This course addresses development in language (including ELL/ESL differences), phonological awareness (including phonemic awareness), phonics, and fluency from birth through adulthood.

PREREQ: SPECED 325 AND ADMISSION TO PROFESSIONAL EDUCATION

**SPECED 487 SCIENCE OF READING II FOR STUDENTS WITH DISABILITIES 3 Units**

This course addresses reading and writing instruction across the curriculum including processes and skills students engage in to develop vocabulary, comprehend text, and compose quality written work. The difficulties encountered by students with language and learning differences (including ELL/ESL) are reviewed. Pedagogical research providing "best practices" in teaching vocabulary, comprehension, and writing is emphasized. Students will develop skills for teaching reading/writing vocabulary, reading comprehension, and writing process/products and explore technology that supports instruction. The course addresses development of language, reading (vocabulary & comprehension), and writing from birth through adulthood.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND SPECED 325

**SPECED 490 WORKSHOP *Repeatable* 1-10 Units**

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

**SPECED 494 SEMINAR - SPECIAL EDUCATION *Repeatable* 1-3 Units**

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

**SPECED 496 SPECIAL STUDIES *Repeatable* 1-4 Units**

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: SPECED 205 OR CONSENT OF INSTRUCTOR

**SPECED 497 EXCHANGE STUDY *Repeatable* 1-12 Units**

Variable topics.

**SPECED 498 INDEPENDENT STUDY *Repeatable* 1-3 Units**

Study of a selected topic or topics under the direction of a faculty member.