

SPED - Special Education

Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

SPED 506. Introduction to the Education Profession for Special Educators (2).

Provides students with an introduction to the education profession and situates within it the roles and responsibilities of the special educator. Students discuss the historical, philosophical, sociological, governance, organizational, legal and curricular foundations of education, including the integration of topics related to the evolution of the special education profession. Students learn how to carry out the important roles and responsibilities of the special educator, as well as gain a basic understanding of the various educational settings in which they may be employed. *Course includes diversity content.* Prerequisite(s): graduate standing.

SPED 556. Introduction to Instructional Planning and Classroom Management (2).

Provides students with an opportunity to demonstrate their understanding of foundational skills related to planning instruction and supporting student behavior prior to entering the field as a special educator for students with mild to moderate disabilities. Students learn basic instructional planning techniques, accommodations and modifications, how to develop individualized educational programs, and strategies to effectively support classroom and individual student behavior. In addition, students learn how to access resources to further support the use of evidence-based and best practices within specific core content areas. *Course includes diversity content.* Prerequisite(s): graduate standing.

SPED 603. Foundations of Early Childhood Unified (2).

Candidates are provided with an introduction to working with young children (including those developing normally, those at risk due to environmental and biological issues, and those with special needs), their families, and professionals in community schools, agencies and programs. Emphasis is placed on professional development, positive dispositions, early childhood learning environments and early childhood standards of the professions. Students examine the ECU professions, characteristics of good teaching, the nature of teacher education, and basic historical and philosophical foundations of ECU education. *Course includes diversity content.* Prerequisite(s): admission to MEd in special education.

SPED 614. ECU Assessment and Methods: Infants, Toddlers and Families (3).

Provides knowledge, skills and dispositions for candidates regarding developmental principles, evaluation/assessment, and the development of services, supports and accommodations for infants/toddlers (birth through age 2) and their families. Includes competencies within both the early childhood and early childhood special education fields. *Course includes diversity content.* Prerequisite(s): SPED 603.

SPED 617. ECU Assessment and Methods: Preschool (3).

Provides knowledge, skills and dispositions for teacher candidates regarding development and learning at the preschool level (ages 3-5). Candidates learn to link theory and evidence-based practices to the preparation of the learning environment, the curriculum and instructional methods that are appropriate for all children. The course includes methods of screening and evaluation, adaptations and accommodations, and interventions to meet individual child needs, including those with exceptionalities. *Course includes diversity content.* Prerequisite(s): SPED 603.

SPED 703. ECU Assessment and Methods: K-3 (3).

Provides knowledge, skills and dispositions for candidates working with families and young children from kindergarten through grade three. Covers theory, methodology, screening, evaluation, assessment and instructional practices including adaptations/modifications/assistive technology of general education curriculum/instruction for young children both with and without delays/diagnosed disabilities. *Course includes diversity content.* Prerequisite(s): SPED 603.

SPED 724. Introduction to Teaching Strategies for Students with High-Incidence Disabilities (3).

An introduction to the characteristics, assessment, educational planning and initial instructional interventions needed to ensure students with high-incidence disabilities are able to access the general education curriculum and make meaningful educational progress in school. Curriculum resources and inclusive intervention strategies for students with high-incidence disabilities are introduced with emphasis on tiered planning and implementation. *Course includes diversity content.* Prerequisite(s): SPED 784.

SPED 742. Introduction to Teaching Strategies for Students with Low Incidence Disabilities (3).

Examines introductory assessments, curriculum and instruction related to students with severe and multiple disabilities. Includes competencies for 1) developing individual educational plans, 2) assessment for culturally responsive models of instructional planning, 3) planning and delivering research-validated individualized instruction, 4) monitoring and basing instructional decisions on performance data, 5) managing safe and conductive learning environments, and 6) strategies for working with students with moderate to severe needs in general and special education environments. *Course includes diversity content.* Prerequisite(s): SPED 784.

SPED 749A. Practicum: High Incidence Learners (2-3).

Students participate in practicum teaching opportunities located in a setting that includes students with high incidence learning needs. Students are placed in a setting where they gain experience teaching students at a different age and/or grade level than they have taught previously. Students work with a cooperating/supervising teacher(s), other professionals and university supervisor to plan, implement, assess and reflect on services and supports for students with high incidence learning needs. *Course includes diversity content.* Prerequisite(s): SPED 784 and practicum placement approval.

SPED 749F. Practicum: Low Incidence Learners (2-3).

Students participate in practicum teaching opportunities located in a setting that includes students with low incidence learning needs. Students are placed in a setting where they gain experience teaching students at a different age and/or grade level than they have taught previously. Students work with a cooperating/supervising teacher(s), other professionals and university supervisor to plan, implement, assess and reflect on services and supports for students with low incidence learning needs. *Course includes diversity content.* Prerequisite(s): SPED 784, SPED 742 and practicum placement approval.

SPED 757A. Integrated Seminar and Mentoring I (1).

Provides students with a network of cohort and instructor support where they share, discuss and reflect upon their teaching practices to assist in assuming the responsibilities of their position as a special education teacher during their first semester of employment. Topics are chosen by students and the instructor that focus on cultivating emotional resiliency, as well as practices that are foundational to beginning a career as a professional educator. The course is individualized to focus on the developmental needs of students. *Course includes diversity content.* Prerequisite(s): graduate standing.

SPED 757B. Integrated Seminar and Mentoring II (1).

Provides students with a network of cohort and instructor support where they share, discuss and reflect upon their teaching practices to assist in continued professional growth during their first year as a special education teacher. Each course is individualized to focus on the developmental needs of candidates. Topics are chosen by students and the instructor that focus on cultivating emotional resiliency, as well as intermediate professional practices that are foundational to beginning a career as a professional educator. The course is individualized to focus on the developmental needs of students. *#Course includes diversity content.* Prerequisite(s): SPED 757A.

SPED 757C. Integrated Seminar and Mentoring III (1).

Provides students with a network of cohort and instructor support where they share, discuss and reflect upon their teaching practices to assist in continued professional growth during their second year as a special education teacher. The course is individualized to focus on the developmental needs of candidates. Topics are chosen by students and the instructor that focus on cultivating emotional resiliency, professional licensure exams, as well as advanced professional practices that are foundational to beginning a career as a professional educator. The course is individualized to focus on the developmental needs of students. *Course includes diversity content.* Prerequisite(s): SPED 757B.

SPED 784. Foundations of Special Education (3).

Addresses the basic foundations of special education across exceptionality areas. A general history of special education and its relationship to general education trends (as well as the disability movement as a whole) is discussed. Students analyze important special education legislation and regulations and learn the role litigation has played in the development of identification, placement and discipline for students in special education. Students also recognize and summarize ethical issues in the provision of special education services. *Course includes diversity content.* Prerequisite(s): admission to MEd in special education.

SPED 796. Family and Professional Collaboration (2).

Assists the special educator in developing the skills to collaborate and consult with parents/family members, general educators, support personnel, paraprofessionals/teaching assistants and community agencies to facilitate the needs of children and youth with exceptionalities. *Course includes diversity content.*