

# SPED - EDUCATION - SPECIAL ED

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## **SPED 2155 Nature and Characteristics of Children with Mild and Moderate Disabilities (3-0-3)**

Corequisite: SPED 2405. Definitions, characteristics, causes, and possible preventions of mild and moderate disabilities. Issues regarding educational programming for children and youth with mild and moderate disabilities including assessment, identification, placement, and development of individualized education plans. Implications and accommodations for successful participation in the general education classroom and curriculum. Historical, legal, philosophical, social, learning, and cognitive aspects of mild and moderate disabilities, including the impact of cultural and linguistic diversity.

### **Restriction(s):**

Enrollment limited to students in the College of Educ Health Prof college.

## **SPED 2255 Communication Arts and Language Development for Children with Disabilities (2-2-3)**

The interrelationships among strategies and concepts for the teaching of reading, writing, listening, and speaking. Language development and the impact of disabilities on the acquisition of language and communication. Modifications and effective teaching strategies in communication arts and language for children and youth with disabilities. Field experience required. (Course fee required)

**Prerequisite(s):** (Admitted to Teacher Education with a score of Y and SPED 2256)

## **SPED 2256 Introduction to the Exceptional Learner in General Education (3-1-3)**

For prospective and practicing teachers. Emphasis is placed on meeting the needs of learner with disabilities in general education programs. Required adaptations and modifications, and available resources and services for these learners are stressed. 30 hours field experience required.

## **SPED 2405 Classroom Practicum in Mild and Moderate Disabilities (0-4-2)**

Corequisite: SPED 2155. Guided observation of individuals with mild and moderate disabilities within a classroom setting. Review of policies and procedures related to educational programming for mildly and moderately disabled children and youth. Emphasis on the roles and responsibilities of the special education teacher. (S/U Grading).

### **Restriction(s):**

Enrollment limited to students in the College of Educ Health Prof college.

## **SPED 3215 Assessment and Prescription in Special Education (3-0-3)**

The major focus of this course is understanding the relevance of assessment and prescription to the teaching of learners with disabilities.

**Prerequisite(s):** Admitted to Teacher Education with a score of Y

### **Restriction(s):**

Enrollment limited to Junior, Senior, Degree - Graduate, Non-Degree - Graduate or Teacher Cert - Graduate students.

## **SPED 3225 Teaching Mathematics in Special Education (2-2-3)**

Prerequisite: Admission to Teacher Education or departmental approval. Basic mathematical concepts including program development, methods, materials, and appropriate educational strategies and procedures for use with children and disabilities. Field experience required.

**Prerequisite(s):** Admitted to Teacher Education with a score of Y

## **SPED 3275 Behavior Management for Students with Disabilities (3-0-3)**

This course deals with methods of managing classroom behavior and dealing with specific behavior problems. Classroom management strategies will be discussed and related to the establishment of a positive classroom climate. Diagnostic and prescriptive techniques will be applied to problems of aggression, conduct, withdrawal, hyperactivity, and distractibility.

**Prerequisite(s):** Admitted to Teacher Education with a score of Y

## **SPED 4105 Technological Adaptation for Exceptional Learners (3-0-3)**

This course is designed to provide specific information, exposure, and experience related to a variety of ways that current and emerging technologies may be used to improve the education and lives of learners with disabilities.

## **SPED 4115 Teaching Math and Science to Exceptional Learners (2-0-2)**

Information and techniques for designing appropriate instructional strategies for learners with disabilities, gifts, and talents. Course may be attempted only two times.

## **SPED 4136 Policies and Procedures in Special Education (3-0-3)**

A study of policies and procedures in special education, including federal and state regulations, Individualized Education Plan (IEP) development, program planning, and transition services.

**Prerequisite(s):** (Admitted to Teacher Education with a score of Y and SPED 4408 (may be taken concurrently))

### **Restriction(s):**

Enrollment limited to Junior, Senior, Degree - Graduate, Non-Degree - Graduate or Teacher Cert - Graduate students.

Enrollment limited to students major in Spec Ed: Gen. Curr. - Reading or Spec Ed: General Curriculum.

## **SPED 4216 Teaching Social Studies and Science to Exceptional Learners (2-2-3)**

Prerequisite: Admission to Teacher Education. Historical and theoretical perspectives of teaching social studies and science to exceptional learners. Curriculum concepts, lesson planning and implementation, evaluation, strategies, materials, resources, and accommodations for effective social studies and science instruction with exceptional learners. Special emphasis on interdisciplinary approaches, diversity, inquiry learning, and collaboration across the disciplines. Field experience required.

**Prerequisite(s):** Admitted to Teacher Education with a score of Y

### **Restriction(s):**

Enrollment is limited to Undergraduate Level level students.

Enrollment limited to students in the College of Educ Health Prof college.

## **SPED 4225 Collaboration and Consultation in Special Education (3-0-3)**

This course will provide an introduction to collaboration and communication skills needed by special educators as they work with other professions and parents.

**Prerequisite(s):** Admitted to Teacher Education with a score of Y

### **Restriction(s):**

Enrollment limited to Junior, Senior, Degree - Graduate or Teacher Cert - Graduate students.

**SPED 4236 Nature and Methods of Teaching Gifted Learners (3-0-3)**

Prerequisite: Admission to Teacher Education. Co-requisite: SPED 4406. Definition, characteristics, and identification of gifted children and youth. Historical foundations, legislation, and current issues related to gifted education. Effects of cultural diversity on the provision of appropriate services to the gifted. Impact of the gifted learner on the family. Program planning, curriculum models, and classroom accommodations. Instructional delivery, strategies, methods, and materials for gifted learners.

**Restriction(s):**

Enrollment limited to students in the College of Educ Health Prof college.

**SPED 4245 Methods and Materials for Teaching Children with Mild and Moderate Disabilities (3-0-3)**

Educational implications of mild and moderate disabilities, including accommodations for successful participation in the general education classroom and curriculum. Use of assessment in programming, curriculum, and instructional decisions for individuals with mild and moderate disabilities. Collaborative partnerships with professionals, families, and community agencies. Analysis and implementation of best instructional practices, strategies, methods, materials, and resources. Interventions for improving social, academic, learning, and behavioral skills of individuals with mild and moderate disabilities.

**Prerequisite(s):** SPED 4407 (may be taken concurrently) and Admitted to Teacher Education with a score of Y

**Restriction(s):**

Enrollment limited to students in the College of Educ Health Prof college.

**SPED 4406 Teaching Practicum in Gifted (0-4-2)**

Prerequisite: Admission to Teacher Education. Co-requisite: SPED 4236. Application of best practices in gifted education through field-based experiences. Participation in instructional planning, delivery, and evaluation with gifted children and youth. Emphasis on implementation of effective teaching strategies, methods, and resources with gifted learners. (S/U Grading).

**Restriction(s):**

Enrollment is limited to Undergraduate Level level students.

Enrollment limited to students in the College of Educ Health Prof college.

**SPED 4407 Teaching Practicum in Mild and Moderate Disabilities (0-4-2)**

Prerequisite: Admission to Teacher Education. Co-requisite: SPED 4245. Practical, hands-on experiences working with individuals who have mild and moderate disabilities. Special focus on the educational programming of individuals with mild and moderate disabilities, including best practices in instructional planning, implementation, and evaluation. Use of appropriate methods, materials, resources, and accommodations for individuals with mild and moderate disabilities within various school and community-based settings. (S/U Grading).

**Restriction(s):**

Enrollment limited to students in the College of Educ Health Prof college.

**SPED 4408 Program Practicum in Special Education (0-4-2)**

Guided field experience in schools serving students with disabilities. In-depth study of the implementation of special education policies and procedures.

**Prerequisite(s):** (Admitted to Teacher Education with a score of Y and SPED 4136 (may be taken concurrently))

**Restriction(s):**

Enrollment limited to Junior, Senior, Degree - Graduate, Non-Degree - Graduate or Teacher Cert - Graduate students.

Enrollment limited to students major in Spec Ed: Gen. Curr. - Reading or Spec Ed: General Curriculum.

**SPED 4485 Student Teaching in Special Education (0-40-10)**

Prerequisites: SPED 2256 and Admission to Teacher Education and Student Teaching. This final field experience is open only to special education undergraduate students who have completed all of their Special Education professional sequence requirements. It will consist of full-time student teaching in an appropriate educational setting serving students with disabilities. Students will participate in all phases of the school program to which they are assigned. (S/U grading.)

**Prerequisite(s):** (Admitted to Teacher Education with a score of Y and SPED 2256)

**SPED 5285G Characteristics of the Preschool Child with Disabilities (2-2-3)**

Characteristics of the preschool child with disabilities, historical current development of the fields of early intervention and preschool services. Field experiences required.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 5286G Teaching the Preschool Child with Disabilities (2-2-3)**

Information for the effective instruction of young children, birth through age five, with disabilities. Field experiences required.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 6111 Introduction to Special Education (1-0-1)**

Laws influencing special education and Georgia's guidelines for identification and alternative educational programs for exceptional children. Includes learning and behavioral characteristics of children with disabilities, gifts, and talents.

**SPED 6112 Teaching Exceptional Learners (2-0-2)**

Information and techniques for designing appropriate instructional strategies for learners with disabilities, gifts, and talents.

**Prerequisite(s):** (Admitted to Teacher Education with a score of Y and SPED 6111)

**SPED 6125 Managing Students with Behavioral Problems (3-0-3)**

This course examines the principles of behavior management as related to academic and nonacademic behaviors of learners with disabilities. General and specific methods for generating, strengthening, and maintaining desirable behavior and methods for weakening behavior are presented.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 6126 Special Education Law for Educators (1-0-1)**

This course explores the legal rights and responsibilities of k-12 educators in their actions with students who have exceptionalities and the families of those students. The course includes study of applicable constitutional law, the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act, and interpretative case law.

**Restriction(s):**

Enrollment limited to Degree - Graduate, Non-Degree - Graduate, Transient - Graduate, Audit - Graduate or Teacher Cert - Graduate students.

Enrollment is limited to Graduate Level level students.

**SPED 6136 History and Characteristics of Individuals with Dyslexia and Other Learning Disabilities (3-0-3)**

This introductory course provides candidates with an overview of Dyslexia and other reading disabilities. Candidates learn how to identify the signs and symptoms of Dyslexia and explore teaching strategies, resources, and tools to address the needs of struggling readers. The course will also address the historical development of the field, relevant laws, and policies.

**SPED 6137 Assessment and intervention of Individuals with Dyslexia and Other Learning Disabilities (3-0-3)**

This course prepares candidates to apply the practices of effective assessment for students with dyslexia and other learning disabilities, including the various purposes of assessment, the psychometric properties of high-quality assessment tools, and issues related to test administration. Students will identify effective assessment tools, develop informal assessment procedures, administer reading assessments, including screening, diagnostic, and progress monitoring measures and interpret assessment data to design intensive interventions. Additionally, the course introduces the principles and practices of evidence-based intensive interventions for students with dyslexia and other learning disabilities.

**SPED 6145 Language Instruction for Children with Disabilities (2-0-3)**

Prerequisites: Department approval. Surveys instructional methods and materials used to teach speaking, listening, reading and writing, to children with disabilities. Emphasizes the teaching of study skills, thematic approaches, and improvement of memory.

**Restriction(s):**

Enrollment is limited to Graduate Level level students. Students in the Department Prerequisite college may **not** enroll.

**SPED 6155 Practical Applications of Single Subject Design Research (3-0-3)**

This course is designed to provide an understanding of single subject experimental designs and their use in research and practice. Students will complete activities that allow them to practice and master measurement, data display, and interpretation of data to inform practice.

**SPED 6166 Applied Behavior Analysis (3-0-3)**

This course provides a theoretical foundation for the concepts and principals of Applied Behavior Analysis. This course will explore ABA as a science, explain the philosophical assumptions, describe and define the dimensions of ABA, and provide examples of various concepts and principals.

**SPED 6177 Ethics in Applied Behavior Analysts (3-0-3)**

This course provides an in-depth analysis of the Ethics Code for Behavior Analysts including the responsibility as a profession, in practice, to clients and stakeholders, to supervisees and trainees, in public statements, and in research.

**SPED 6189 Nature and Characteristics of Students with Mild and Moderate Disabilities (3-0-3)**

This course is intended to provide a study of the characteristics and needs of children, youth, and adults with mild and moderate disabilities, including the history, current laws, and identification procedures, eligibility requirements, educational issues, theoretical framework, specific program models and strategies. The social, psychological, and educational implications of mild and moderate disabilities as well as the historical and political perspectives will be included.

**Restriction(s):**

Enrollment is limited to Graduate Level level students. Enrollment limited to students in a Master of Education degree. Enrollment limited to students in the College of Educ Health Prof college.

**SPED 6265 Advanced Assessment of Exceptional Children and Youth (2-2-3)**

The emphasis of this course is on basic psychometric concepts related to theory and interpretation of test results and psychological reports. Special attention is given to the diagnosis of students based upon psychometric data. The selection of remedial education programs related to these test results as well as recent issues in testing are discussed. This course emphasizes the selection of standardized test batteries and norm-referenced and criterion-referenced assessment techniques.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 6269 Assistive Technology for Exceptional Learners (2-0-2)**

This course is designed to provide specific information, exposure, and experience related to a variety of ways that current and emerging technology may be used to improve the education and lives of learners with disabilities.

**Restriction(s):**

Enrollment is limited to Graduate Level level students. Enrollment limited to students in the College of Educ Health Prof college.

**SPED 6285 Program Development and Curriculum for Gifted Learners (2-2-3)**

Prerequisite: Admission to Teacher Education or Department approval. Surveys all current successful strategies and programs being used to implement instruction to children and youth who are gifted. Field experience required.

**Prerequisite(s):** Admitted to Teacher Education with a score of Y

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 6288 Learning and Behavioral Characteristics of Gifted Learners (2-2-3)**

Prerequisite: Admission to Teacher Education or Department approval. Surveys definition, characteristics, and identification of the gifted. Examines the effects of cultural diversity with an eye toward the provision of appropriate services to gifted children and youth who are traditionally undeserved, disadvantaged, or disabled. Field experience required.

**Prerequisite(s):** Admitted to Teacher Education with a score of Y

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 6289 Teaching the Gifted Learner (2-2-3)**

Prerequisite: Admission to Teacher Education or Department approval. Administrative and instructional intervention for gifted learners. Ability grouping, inclusion, enrichment, special classes, acceleration.

**Prerequisite(s):** Admitted to Teacher Education with a score of Y

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 6295 Teaching Students with Mild and Moderate Disabilities (2-2-3)**

A study of the application of research validated practices in the areas of educational placement, instructional and transitional planning, data management and materials utilization for students of school age who require intermittent and limited supports beyond those provided by regular education.

**Restriction(s):**

Enrollment is limited to Graduate Level level students. Enrollment limited to students in the College of Educ Health Prof college.

**SPED 6419 Practicum in Mild and Moderate Disabilities (0-6-3)**

This final field experience is open only for special education graduate students who have completed all of their special education endorsement requirements. It will consist of full-time intern teaching in an appropriate educational setting, serving students with mild and moderate disabilities. Students will participate in all phases of the school program to which they are assigned. (S/U graded)

**Restriction(s):**

Enrollment is limited to Graduate Level level students.  
Enrollment limited to students in the College of Educ Health Prof college.

**SPED 6785 Acquisition and Analysis of Special Education Information (3-0-3)**

This course is designed to provide an introduction to information processing techniques in special education. The course will present an information processing model emphasizing the initial components of that model, namely methods and techniques for locating, accessing, organizing and manipulating text and media source material as well as field-based information. Students will apply the model by analyzing information needs, accessing materials, and organizing information related to current issues and trends in the field of special education.

**Restriction(s):**

Enrollment limited to Degree - Graduate students.  
Students cannot enroll who have a major in Special Education.  
Enrollment is limited to Graduate Level level students.  
Enrollment limited to students in the College of Educ Health Prof college.

**SPED 6786 Special Educator as User and Disseminator of Information (3-0-3)**

Prerequisite: SPED 6785. This course is designed to prepare the Special Educator to use information to form judgments, make decisions, substantiate positions, persuade others, and/or to demonstrate and explain to others. The process will be directly related to a variety of Special Education problems and/or issues identified with students' professional context. Students will learn to apply the processes through demonstration, guided instruction, small group activities, individual assignments, and class projects. Special Education content domains targeted by this course include parent relations, collaboration, community resources, advocacy, interdisciplinary concerns, classroom instruction, and in-service training.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 6796 Trends and Issues in Special Education (3-0-3)**

This course is designed to provide in-depth exploration of current issues in the field of special education and in the various specific areas of exceptionality. Issues relating to the interface of general and special education will also be explored. Using skills acquired in SPED 6786, students will be expected to review, evaluate, and present information on the various topics considered.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 6899 Independent Study (0-0-(1-3))**

Prerequisite: Department approval. An integrative directive study of a current, specific issue, problem, or other approved topic. May be repeated for credit.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 7115 Positive Behavioral Interventions and Supports in School Settings (3-0-3)**

This course provides an introduction to the theory and application of behavioral principles in education settings. Specifically, the course presents information on the definition and measurement of behavior, reinforcement strategies, systematic program development, classroom instruction, and progress monitoring techniques. The course emphasizes procedures for increasing appropriate behavior through the use of positive behavioral intervention and supports. Concepts introduced in the course are derived from a research base in applied behavior analysis related to learners with diverse learning needs.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 7125 Special Education Law (3-0-3)**

This course explores the legal rights and responsibilities of special educators, primarily in public school settings, in their actions with students who have exceptionalities and the families of those students. The course includes study of applicable constitutional law, the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act (as it pertains to special education), Georgia Special Education law, and interpretative case law.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 7155 Advanced Classroom Collaboration in Education (2-0-2)**

This advanced course focuses on the practices that lead to successful collaborative co-teaching environments. Course participants will examine the relationship between co-teaching practices (including co-planning, co-instruction, and co-assessment) and increased student engagement and achievement levels across different content areas for a diverse range of students (including those with exceptionalities). In so doing course participants will examine the characteristics of collaborative environments, components of effective co-teaching models, interpersonal communication strategies, and efficient conflict management techniques.

**SPED 7158 Program Leadership in Special Education (3-0-3)**

This course explores the process related to providing leadership in data-based curriculum planning or program development for individuals with disabilities. Students will develop an understanding of leadership issues related to implementing the law regarding FAPE, referral, evaluation, and placement, discipline, program monitoring, and school to community transition for students with exceptionalities.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.

**SPED 7166 History and Characteristics of Individuals with Autism and Other Developmental Disabilities (3-0-3)**

This course provides an introduction to the history and characteristics of individuals with autism as well as those with other developmental disabilities including intellectual disabilities. Students will study the research and educational practices used to address the needs of such learners within the K-12 classroom. Specifically, students will gain an understanding of concepts of typical and atypical intellectual development, ecological assessment, and related program development.

**SPED 7235 Assessment and Diagnosis of Individuals with Autism and Other Developmental Disabilities (2-2-3)**

This course provides the theoretical foundations for assessment and diagnosis of individuals with autism and other closely related developmental disabilities (i.e., intellectual disabilities). Students will develop an understanding of assessment approaches that lead to program development. The course stresses both formal evaluation as well as class-based assessment approaches that provide relevant data regarding student levels of performance and response to intervention.

**SPED 7725 Sociology of Special Education (3-0-3)**

The notion of disabilities as a social construction has received considerable attention in the Special Education literature. As such it's important for teacher-leaders to understand how the concept of disability affects the beliefs and actions of both students and educators within schools and across community programs. Student's self-efficacy and their teacher's expectations depend, in part, on how they construct disability for themselves and others. This course will explore the social construction of disability from a variety of perspectives. In this course students will: examine relevant literature, discuss current theory, and deconstruct popular media, including films and written biographies.

**Restriction(s):**

Enrollment is limited to Graduate Level level students.