

# SPECIAL EDUCATION (SPED)

## Courses

### **SPED 525 FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12) (3)**

Overview of trends and issues related to assessment in special education with review of specific assessment techniques. Emphasis on observation skills, administration procedures, interpretation of results, and how to use these to improve programming. Prerequisites: 6 units PSYC; 9 units SPED or consent of instructor.

### **SPED 527 CURRICULUM/METHODS OF SOCIAL EMOTIONAL AND MOTOR DEVELOPMENT FOR STUDENTS WITH DISABILITIES PREK-12 (3)**

Social and emotional development of children across the lifespan with curricula and techniques to support social emotional needs of students with disabilities. Prerequisite: 6 units SPED or consent of instructor.

### **SPED 601 SPECIAL EDUCATION: CURRICULUM & METHODS OF INSTRUCTION FOR SECONDARY TRANSITION (3)**

Methodologies for transition for students with disabilities from school to employment and adult life. Prerequisite: SPED 301 or consent of instructor.

### **SPED 603 INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES PREK-12 (3)**

Theory and strategies for informal and classroom-based assessment with an emphasis on response to intervention. Prerequisite: SPED 301 and consent of department.

### **SPED 604 ACTION RESEARCH IN SPECIAL EDUCATION (3)**

Structured reflection of an action research project completed within a classroom, school, or district with a review of fundamental concepts and practices in special education research.

### **SPED 605 WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES (3)**

The role of the family system and the impact of having a child with a disability on that system. Practice in strategies for effective communication and family support. Prerequisites: SPED 301 and consent of department.

### **SPED 607 CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES (3)**

Research and best practices for interventions and management strategies that support positive behaviors of students with disabilities. Prerequisites: SPED 301 and consent of instructor.

### **SPED 620 EDUCATING STUDENTS WITH AUTISM SPECTRUM DISORDERS (3)**

Provides an in-depth introduction into the characteristics, assessment methods, and instructional issues related to educating a student with an autism spectrum disorder in the classroom.

### **SPED 621 FORMAL AND INFORMAL ASSESSMENT TECHNIQUES FOR STUDENTS WITH ASD (3)**

Information related to both formal and informal assessment for students with autism spectrum disorders. Participants will improve observation skills, learn administration procedures, learn how to interpret assessment results, and use this information to improve programming.

### **SPED 622 SOCIAL THINKING AND CONNECTEDNESS FOR STUDENTS ON THE AUTISM SPECTRUM (3)**

Theories and research on social development, social communication, social connectedness and instructional techniques for individuals on the autism spectrum.

### **SPED 623 BEHAVIOR MANAGEMENT FOR STUDENTS WITH ASD (3)**

Provides participants with an understanding of the process of conducting a functional analysis of behavior and developing a practical behavioral support program which promotes social, communicative, and academic behaviors for classroom and home implementation.

### **SPED 624 EVIDENCE-BASED STRATEGIES AND INTERVENTIONS FOR STUDENTS WITH ASD (3)**

Provides in-depth information related to evidence-based practices for students with autism spectrum disorders. Students will gain theoretical information, hands-on experience with implementation, and critical reasoning skills related to identifying appropriate instructional strategies for individual student learning profiles.

### **SPED 625 CURRICULUM AND METHODS OF INSTRUCTION FOR STUDENTS WITH ASD I (3)**

Examination of the instructional strategies shown to be effective in promoting the academic success of students with autism spectrum disorders (ASD). Participants will examine methods in order to ensure access of the general education curriculum to students with ASD who exhibit mild to moderate impairments.

### **SPED 626 CURRICULUM AND METHODS OF INSTRUCTION FOR STUDENTS WITH ASD II (3)**

Provides specific, evidence-based information regarding delivery of curricula, conducting assessments, and designing appropriate, individualized instruction for students diagnosed with autism spectrum disorder (ASD). Focus and materials are on students who need intensive supports due to the severity of their diagnosis of ASD.

### **SPED 627 CO-TEACHING AND INCLUSION OF STUDENTS WITH ASD II (3)**

Best practices for successful inclusion of students with autism spectrum disorders (ASD) in the general education setting. Inclusion and the concept of least restrictive environment are viewed and discussed as a part of the civil rights movement. The depth of the inclusion process for individuals with ASD is examined in the following contexts: discussion legislation, co-teaching and collaboration, identifying factors that challenge the process, examining and practicing differentiated instruction, understanding characteristics of learners with ASD and celebrating successful experiences.

### **SPED 628 INTEGRATING INSTRUCTIONAL AND ASSISTIVE TECHNOLOGIES TO SUPPORT STUDENTS WITH ASD (3)**

Practical application in the use of both instructional and assistive technologies to increase the access and learning of students with autism spectrum disorders in general education curriculum. Prerequisite: consent of the department.

### **SPED 629 TRANSITION FOR STUDENTS WITH ASD ACROSS THE LIFESPAN (3)**

Practical application of legal requirements for preparing students with autism spectrum disorder (ASD) for transition across the lifespan including from early childhood services (birth to age 3) to school age supports (ages 3-21), from class to class, school to school, into employment, post-secondary and adult settings, including prevocational and vocational methodologies, student-centered planning and interagency linkages.

### **SPED 630 CULTURALLY AND LINGUISTICALLY RESPONSIVE SPECIAL EDUCATION PRACTICES (3)**

In-depth introduction to current research, trends, policies, and instructional practice related to educational placement and service delivery for students who are culturally and linguistically diverse and/or who have exceptionalities.

### **SPED 631 CLASSROOM STRATEGIES AND INTERVENTIONS FOR DIVERSE STUDENT POPULATIONS (3)**

Overview of best practices for instruction and intervention for students who are culturally and linguistically diverse and/or who have special education needs. Addresses equitable practice, universal design for learning, response to intervention, and strategies for including second-language learners.

### **SPED 632 ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS (3)**

Overview of educational assessment as it relates to culturally and linguistically diverse student populations, addressing the impact of variables such as language, culture, acculturation, and socioeconomic status in the assessment process. Emphasis will be placed on these and other factors impacting assessment, on informal and dynamic assessment procedures, and on the formal assessment and identification process for special education as it relates to diverse students.

### **SPED 633 SCHOOL, FAMILY AND COMMUNITY COLLABORATION FOR DIVERSE POPULATIONS (3)**

Strategies and approaches for productively involving families, caregivers and appropriate community members in the identification and education of diverse learners, particularly those who are culturally and linguistically diverse and/or who have special education needs. Course topics include varied perceptions of disabilities and the education system, communication skills, human relations, counseling and conferencing with families and other stakeholders to support students through all stages of the educational process.

### **SPED 637 INCLUSION FOR THE CLASSROOM TEACHER (3)**

Fundamental concepts in special education, including response to intervention, universal design for learning, legal requirements, characteristics of students with disabilities, and supports for inclusion. Prerequisite: student teaching or consent of instructor.

### **SPED 641 EDUCATION OF STUDENTS WITH DISABILITIES (SWD): METHODS OF INSTRUCTION (3)**

Instructional interventions within a multi-tiered system of supports with emphasis on development of individualized education programs for students with disabilities. Prerequisites: 6 units in PSYC and 6 units in education.

### **SPED 644 UNIVERSAL DESIGN FOR LEARNING AND DIFFERENTIATED INSTRUCTION (3)**

Applications of the universal design for learning framework to current instructional practices; specifically, designing flexible goals, materials, methods, assessments, and environments that enable student learning. Prerequisite: consent of department.

### **SPED 646 USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION (3)**

Practical application of best practices differentiating instruction, using computer software to increase the access and learning of students with disabilities in general education curriculum. Prerequisite: Student teaching or teaching experience or consent of instructor. Lab/Class fee will be assessed.

### **SPED 651 CURRICULUM AND METHODS OF INSTRUCTION FOR STUDENTS WITH ASD (3)**

Designed to provide specific, evidence-based information regarding delivery of curricula, conducting assessments, and designing appropriate, individualized instruction for students diagnosed with autism spectrum disorders (ASD). The materials for this course focus on students who need intensive supports due to their diagnosis of ASD as well as examine methods in order to ensure access to the general education curriculum for students with autism who require multiple supports. This course has been offered as a special topic; students who have earned credit for this course as a special topic will not receive additional credit for SPED 651.

### **SPED 655 INTERVENTIONS FOR EFFECTS OF TRAUMA IN THE CLASSROOM (3)**

The American Psychological Association defines trauma as “an emotional response to a terrible event”, which may impact emotions, relationships, physical symptoms and other areas of functioning (American Psychological Association, n.d.). This course will introduce a variety of intervention techniques that address students’ behavioral needs within the school setting. It will focus on developing interventions for individual students who have experienced trauma, as well as student groups and whole classes. Use of data to plan and measure the effectiveness of interventions is stressed. Comprehensive problem-solving models, designed across a myriad of behavioral excesses and deficiencies, will be addressed.

### **SPED 657 JUVENILE JUSTICE AND DISABILITY (3)**

Overview of interaction between the U.S. juvenile justice and education systems, including analysis of their effects on students with disabilities and the school-to-prison pipeline. Best practices for supporting students with disabilities and disrupting the school-to-prison pipeline.

### **SPED 670 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)**

Studies in selected content areas tailored to student needs. Prerequisites: vary according to area of concentration; consent of department.

### **SPED 695 INDEPENDENT STUDIES IN SPECIAL EDUCATION (1-3)**

Independent study of special education related topics. Repeatable for a maximum of 6 units. Prerequisite: consent of department.

### **SPED 765 LEADING CHANGE IN AUTISM: ADVOCACY, LAW AND EDUCATION POLICY (3)**

Federal and state laws, policies and regulations guiding provision of services for students with autism and related conditions; advocacy in fostering legal, policy and educational change.