

SPECIAL EDUCATION (SPED)

SPED 1012 Introduction to Special Education for Young Children (3 Credits)

This course is an introduction to the field of early childhood special education and is designed to familiarize students with current information regarding early intervention for infants and toddlers, children with disabilities through the age of eight, and developmental delays or deviations. Field work may be required in this course.

Prerequisites: ENG 1010 and PSY 2004 or ECED 1002

Previous: Legacy Equivalent(s): ECS* 112

SPED 1402 Introduction to the Role of Educational Paraprofessional (3 Credits)

This course introduces students to the roles and responsibilities of educational paraprofessionals working with young children (ages 2.9 to 8) in public-school settings. Emphasis is on providing educational paraprofessionals and students interested in paraprofessional opportunities with knowledge and skills for aiding certified and licensed professional staff in schools.

Previous: Legacy Equivalent(s): SPED* 1402

SPED 2695 Student Teaching Special Education (3 Credits)

In this course, students complete 100-200 hours of field work designed to develop, practice, and improve their knowledge and skills in classroom management, environmental planning, behavior and guidance, and curriculum development. Students will apply developmental and learning theories and use pedagogical best practices in a learning environment that includes and accommodates all children (ages 0 to 8) including those with disabilities and developmental delays. While in field work, students are closely guided, supervised, and mentored by a classroom teacher and/or special education professional, and are required to participate in a seminar

Prerequisites: Permission of the program coordinator, within 9 credits of graduation, ECED or SPED courses with a grade of C- or higher

Previous: Legacy Equivalent(s): ECS* 230

SPED 2749 Disorders in Childhood and Adolescence (3 Credits)

This course examines abnormal behavior within the scope of development. The course reviews normative development and examines it against a myriad of disorders that arise beginning in early childhood extending through adolescence and genetic, cultural, and environmental factors. Evaluation and treatment perspectives will be explored.

Prerequisites: PSY 2001 or PSY 2004 with a grade of C- or higher

Previous: Legacy Equivalent(s): PSY* 249, PSY* 251