

SPECIAL EDUCATION (SPED)

SPED 363. INTRODUCTION TO SPECIAL EDUCATION. 4 Credits.

Pre-requisites: ENGL 201.

Overview of definitions, causes, characteristics, and educational approaches concerning students with disabilities and exceptional students.

SPED 399. SPECIAL STUDIES. 1-5 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

Subjects vary according to faculty and student interest.

SPED 412. INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION. 4 Credits.

Pre-requisites: SPED 363, or instructor permission.

Overview of trends and services related to providing intervention for young children with disabilities (ages 0–8) and their families.

SPED 420. PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS. 4 Credits.

Pre-requisites: SPED 363 and admission to the Education program or declared a Special Education minor.

Overview of principles of behavior change and how they apply to students with exceptional needs.

SPED 421. CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS. 4 Credits.

Pre-requisites: SPED 363 and SPED 420 and admission to the Education program or have declared a special education minor.

Covers fundamental knowledge and experiences for assessing and developing effective management strategies in special education classrooms.

SPED 460. SPECIAL EDUCATION METHODS. 4 Credits.

Pre-requisites: SPED 363 and admission to the Education program or declared a special education minor or early childhood special education minor.

Overview of the primary instructional and behavior management techniques needed to work successfully with persons with special needs.

SPED 461. SPECIALLY DESIGNED INSTRUCTION FOR HIGH INCIDENCE DISABILITIES. 4 Credits.

Pre-requisites: SPED 363, SPED 420, SPED 460 and admission to the Education program.

This course will give students the knowledge and skills to implement evidence-based academic intervention programs that are used with students with high incidence disabilities to teach reading, writing, spelling, and math. Specifically, students will learn to teach with Direct Instruction curricula such as Reading Mastery, Corrective Reading, Connecting Math Concepts, and Corrective Mathematics and other evidence-based instructional programs.

SPED 462. METHODS FOR TEACHING STUDENTS WITH AUTISM AND SEVERE DISABILITIES. 4 Credits.

Pre-requisites: SPED 363, SPED 420, SPED 460 and admission to the Education program.

Covers instructional techniques used to teach skills to students with autism and severe disabilities.

SPED 465. METHODS AND ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION. 5 Credits.

Pre-requisites: SPED 412.

Provides information about the relationship between assessment and methods for instruction of infants and young children with disabilities. Students review several early childhood assessment instruments and learn how to relate assessment to curriculum development in early childhood special education through intentionally planned, systematic procedures.

SPED 466. TRANSITION FOR STUDENTS W/DISABILITIES. 4 Credits.

Pre-requisites: admission to the Education program or permission of instructor.

This course provides students with knowledge of and strategies for implementing evidence-based practices to support students with disabilities in the major transitions across their schooling. This includes early intervention into pre-k and up through transition out of school into postsecondary adult roles (postsecondary education, employment, and independent living).

SPED 470. SPECIAL EDUCATION ASSESSMENT. 4 Credits.

Pre-requisites: SPED 363, SPED 420, SPED 460 and admission to the Education program.

Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with special needs.

SPED 480. INCLUSIONARY PRACTICES AND COLLABORATION. 4 Credits.

Pre-requisites: SPED 363 and admission to the Education program.

Covers information and skills needed to collaborate effectively with students, educators, parents, and agencies to implement appropriate special education programs.

SPED 488. SPECIAL EDUCATION PRACTICUM. 3 Credits.

Notes: graded Pass/Fail; must be completed twice for a total of 6 credits.

Pre-requisites: permission of instructor.

Students observe and demonstrate effective teaching practices in a special education setting.

SPED 489. SPECIAL EDUCATION STUDENT TEACHING. 16 Credits.

Notes: graded Pass/Fail.

Pre-requisites: SPED 490 and permission of instructor.

Provides the student with teaching experience in a special education setting.

SPED 490. SPECIAL EDUCATION CAPSTONE. 4 Credits.

Pre-requisites: to be taken the quarter before student teaching; permission of instructor required.

Satisfies: a university graduation requirement—senior capstone.

Provides students with professional experiences and principles to guide their professional certification and practice in the field of SPED. The standards put forth by Council for Exceptional Children, WA professional competencies for SPED certification, and INTACTS provide a framework for analyzing the professional issues applied, practiced, and discussed.

SPED 499. DIRECTED STUDY. 1-10 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

Directed Study.

SPED 507. FUNDAMENTALS OF SPECIAL EDUCATION. 4 Credits.

This course provides an overview of special education services; special education legislation; historical backgrounds; educational approaches; etiologies of disabilities; characteristics of individuals with disabilities; key elements of the RTI/MTSS process; locating, researching, and selecting academic and behavioral evidence-based practices.

SPED 517. SOCIAL/BEHAVIOR INTERVENTIONS AND STRATEGIES. 4 Credits.

This course provides fundamental knowledge and experiences for understanding human behavior in general and classroom behavior in specific.

Principles of behavior will be discussed at length along with school-wide and classroom-based management systems.

SPED 527. TEACHING STUDENTS WITH MILD/MODERATE DISABILITIES. 4 Credits.

This course will give students the knowledge and skills of evidence-based teaching methods and academic intervention programs that are commonly used with students with mild/moderate disabilities to teach reading, writing, spelling, and math. This includes use of explicit instruction, differentiated instruction, and specific academic intervention programs.

SPED 537. TEACHING STUDENTS WITH SEVERE DISABILITIES/AUTISM. 4 Credits.

This course will focus on instructional strategies, including modifications and accommodations, for students with severe disabilities and autism. This will include Standards-Based IEPs, Evidence-Based Practices, Progress Monitoring, and Alternate Assessment, working with related service providers, and meeting student's physical, sensory, and health care needs.

SPED 547. ELIGIBILITY DETERMINATION AND DATA-BASED DECISION MAKING. 4 Credits.

This course will focus on the assessment, diagnosis, and evaluation of students for special education services, which includes the knowledge and skills to evaluate, interpret, select, develop, and use formal and informal assessment tools to make decisions about special education services delivery.

SPED 557. SPECIAL EDUCATION LAW, IEP DEVELOPMENT AND COLLABORATION. 4 Credits.

This course will give students the knowledge and skills to participate in the writing of legally compliant Individualized Education Programs (IEPs), including transition IEPs, that reflect best practices in the field of special education. Collaboration with students, educators, parents, and community agencies in this process will be emphasized.

SPED 607. SPECIAL EDUCATION INTERNSHIP. 2 Credits.

Notes: Graded as Pass/Fail. The course must be completed three times, totaling 6 credits, to meet program requirements for the M.Ed. in Special Education or the Graduate Certificate in Special Education.

Pre-requisites: permission of the instructor, department chair, or college dean.

The purpose of the 3-session internship course is to provide the opportunity to demonstrate the skills required of special education teachers and ensure students achieve the "skills" portion of the State of WA Professional Educator Standards Board Endorsement Competencies required for recommendation for an add-on endorsement in special education. Additionally, internship activities help students develop the program-required portfolio. The internship course meets the experiential learning.

SPED 610. SPECIAL EDUCATION PORTFOLIO. 4 Credits.

Notes: should be taken at the end of the program.

The purpose of this course is for the student to prepare reflections and evidence to document her/his knowledge and competence in the Washington State Special Education Competencies for an add-on endorsement in special education as established by the Professional Educator Standards Board (PESB). The student provides a formal presentation of her/his electronic portfolio as a culminating experience in the program.