SPECIAL EDUCATION (SPED)

SPED Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/SPED)

Courses

SPED 117  The Culture of Disability  credit: 3 Hours.
The purpose of this course is to provide an introduction to the culture of disability across the lifespan. The impact of disabilities on an individual across the lifespan will be explored, and the unique culture that is created by having a disability will be addressed. The historical basis for the disability movement and special education will be addressed, including legislation and litigation that has had a significant impact on the field. Students also will learn about the characteristics of individuals with diverse abilities as well as current trends in educational services. This course satisfies the General Education Criteria for: Humanities - Hist Phil

SPED 199  Undergraduate Open Seminar  credit: 1 to 5 Hours.
Additional fees may apply. See Class Schedule. May be repeated.

SPED 312  Introduction to Educational Technology  credit: 2 or 3 Hours.
This course provides preservice teachers with the foundation for growth in technology integration through professional preparation, student teaching, and licensure. Major areas covered include the use of productivity tools, effective integration of the internet, and enhancing instruction through the use of multimedia. Additional topics include learning theories, professional development, evaluation, and technology use across multiple disciplines. Special equipment needed includes a USB-Flash Drive and SCD-R disks.

SPED 317  Characteristics & Eligibility  credit: 3 Hours.
The purpose of this course is to provide an introduction to issues associated with the identification and characteristics of students with disabilities, eligibility for special education, and placement to meet students' educational needs. Prerequisite: SPED 117 and admission into the teacher education program in special education.

SPED 322  Intro Intellectual Disability  credit: 3 Hours.
Study of the history and current status of the social, emotional, physical, and learning characteristics and problems of persons with an intellectual disability; identification and diagnosis; available services and provisions; and educational programs and lifelong processes of adaptation for these individuals and their families. Same as PSYC 322 and REHB 322. Prerequisite: PSYC 100 or SPED 117, or equivalent.
This course satisfies the General Education Criteria for: Social Beh Sci - Beh Sci

SPED 391  Thesis  credit: 2 Hours.
Prerequisite: Senior standing.

SPED 395  Independent Study  credit: 2 Hours.
Study of problems not considered in other courses; designed for students who excel in self-direction and intellectual curiosity. Prerequisite: Upperclassman; upper five percent of class in grade-point average; demonstrated writing competence, research potential, scholarly attitude, and interest as attested to by instructors; consent of adviser and staff member who supervises the work.

SPED 405  Gen Educator's Role in SPED  credit: 3 Hours.
Examination of issues in educating students with special needs: service delivery models, roles of teachers and related service providers, student assessment, curriculum individualization, instructional strategies, management of problem behaviors, and program evaluation. 3 undergraduate hours. 3 graduate hours. Prerequisite: Must be registered in teacher licensure program.

SPED 413  New Media &Learner Differences  credit: 4 Hours.
An investigation of the dimensions of learner diversity: material (class, locale), corporeal (age, race, sex and sexuality, and physical and mental characteristics) and symbolic (culture, language, gender, family, affinity and persona). Examines social-cultural theories of difference, as well as considering alternative responses to these differences in educational settings - ranging from broad, institutional responses to specific pedagogical responses within classes of students. No undergraduate credit. 4 graduate hours. Prerequisite: Acceptance into the Master of Education with an emphasis on New Learning and New Literacies program.

SPED 414  Assessment in ECSE  credit: 3 Hours.
Practice in designing and applying assessment devices and procedures and in using them to make educational decisions for children with special needs, birth through kindergarten age. 3 undergraduate hours. No graduate credit. Prerequisite: Credit or concurrent registration in SPED 524 or consent of instructor.

SPED 416  Perspectives on Gifted Edu  credit: 3 or 4 Hours.
Consideration of persons in society exhibiting gifted behavior; who they are, their physical, psychological, social, and educational characteristics, and society's needs and provisions for them. The major portion of the course is devoted to the consideration and evaluation of instructional and administrative adjustments that should be made for the gifted in the educational structure. 3 undergraduate hours. 3 or 4 graduate hours.

SPED 424  Foundations of Assessment  credit: 3 Hours.
Course focuses on the theoretical and practical considerations in the psychological and educational assessment of individuals with disabilities. An emphasis will be placed on understanding the technical and practical aspects of current assessment procedures and their application to the education of children and youth with disabilities. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 426  Collaboration and Teaming  credit: 3 or 4 Hours.
Course is designed to provide participants with the information needed for effective collaboration and interactive teaming. Participants will learn effective models of collaboration and consultation, team member roles and responsibilities, collaborative practices for participating on teams, and strategies for securing appropriate resources for students with disabilities. Emphasis is placed on skills necessary for working collaboratively with parents, teachers, and other service providers. 3 or 4 undergraduate hours. 3 or 4 graduate hours. Prerequisite: Requires concurrent enrollment in SPED 524 or EDPR 420, or consent of instructor.

SPED 431  Assistive Tech & Phys Disab  credit: 2 Hours.
Course focuses on specialized health care needs, policies, and procedures for working with students with disabilities. An overview is provided of methods for accommodating students including task or environmental modifications, assistive technology, and adaptive equipment options. 2 undergraduate hours. 2 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.
SPED 432  Multiple Disabilities  credit: 3 Hours.  
Focuses upon the physical and educational characteristics of individuals with multiple disabilities, particularly those with physical disabilities and other health and sensory impairments; covers educational curricula, teaching methods, and other educational considerations such as working with parents, medical personnel, and support staff, and educational adaptations. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 435  Behavior Analysis in SPED  credit: 3 Hours.  
Remediation of behavior problems of exceptional students and adults using applied behavior analysis techniques; includes defining, observing, recording, charting, and evaluating behavior change and application of behavioral procedures to remediate behavior problems in the classroom. 3 undergraduate hours. 3 graduate hours. Prerequisite: Consent of instructor.

SPED 436  Systematic Instruction in SPED  credit: 4 Hours.  
Elements of data-based instruction emphasizing educational planning for individuals with special needs; includes task and developmental analysis, writing instructional programs, and individualization of instruction. Covers infancy to young adults; mild to severe disabilities. 4 undergraduate hours. 4 graduate hours. Prerequisite: Consent to registration in SPED 435, or consent of instructor.

SPED 437  Curriculum for Severe Disab  credit: 4 Hours.  
Curriculum design, development, and adaptation for students with moderate and severe disabilities; includes the following basic curriculum areas: domestic/home living, self-care, socialization, community living, leisure and recreation, and functional academics; a focus is on providing instruction in these areas in inclusive educational settings; and an emphasis throughout the course is on the evaluation of curriculum and program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: Consent. 

SPED 438  Collaborating with Families  credit: 3 or 4 Hours.  
The impact of children with special needs on their families; models for the study of family systems are applied to understanding families of children with special needs; emphasis on planning family-focused interventions and exploring strategies for working with parents in a variety of settings. 3 or 4 undergraduate hours. 3 or 4 graduate hours. Prerequisite: Practicum experience or consent of instructor. 

SPED 440  Instructional Strategies I  credit: 4 Hours.  
Course is designed to provide participants with information on effective instructional practices for working with students with disabilities. Participants are provided with information on generic strategies and principles of learning, instructional formats and strategies for informal assessment. Throughout this course emphasis is placed on methods and strategies for instructing individuals and groups of students. Important consideration is given to legal and ethical issues and an understanding of diverse needs in instructional design and delivery. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 317 and SPED 517 or consent of instructor. 

SPED 441  Instructional Strategies II  credit: 4 Hours.  
Course focuses the design of instruction based on diverse student characteristics, student performance data, curriculum goals, and the community context. Emphasis is placed on application of techniques and strategies to facilitate learning and on evaluating assessment information to modify methods, materials, or environments to enhance student success. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 440 and concurrent enrollment in SPED 524 or EDPR 250, or consent of instructor. 

SPED 444  Career Development and Transition  credit: 1 or 3 Hours.  
Course focuses on developing transition plans and activities that prepare students with disabilities for adulthood, including post school employment, independent living, and postsecondary education. Particular emphasis is placed on career development including determining job interests, career exploration, work experiences prior to graduation, job development, and job placement. 1 or 3 undergraduate hours. 1 or 3 graduate hours. Prerequisite: Admission to the Department of Special Education, or consent of instructor. 

SPED 446  Curriculum Development I  credit: 4 Hours.  
Principles and practices for teaching students with disabilities. Topics include models of curriculum development, procedures for identifying curriculum priorities across content areas, and relationships between curriculum and instructional settings. Emphasis is on development of inclusive educational programs that are outcome-driven and on evaluation of program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: Admission to the Department of Special Education, or consent of instructor.

SPED 447  Curriculum Development II  credit: 4 Hours.  
Course focus is on ensuring access for students with disabilities to the general education curriculum in English language arts, mathematics, science and social studies by considering the interaction among content area knowledge, pedagogical knowledge, and evidence-based practice. Construction of curriculum in academic content areas with a scope and sequence tailored to individual student characteristics in an area of emphasis. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 446 and admission to the Department of Special Education, or consent of instructor.

SPED 448  Curriculum Development III  credit: 4 Hours.  
Review and application of curriculum development and adaptation principles and strategies to life skill domain areas. Curriculum areas addressed include domestic/home-living, leisure and recreation, community living, and vocational programs and job preparation. Emphasis on designing instruction to address life skill curriculum needs in inclusive educational programs and on critically evaluating curriculum and program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 446 and admission to the Department of Special Education, or consent of instructor.

SPED 450  Introduction to ECSE  credit: 2 Hours.  
Overview of the history, trends, and issues of the field of Early Childhood Special Education (ECSE) with particular attention to federal and state policy, service system models, and professional roles and ethics. Emphasis is on current research, theory, and practice. 2 undergraduate hours. 2 graduate hours. Prerequisite: Junior standing.

SPED 460  Communication and Phys Disab  credit: 4 Hours.  
Focuses upon issues and intervention strategies that can impact the communication skills of persons with moderate or severe intellectual and/or physical disabilities. Specific assessment and intervention strategies are discussed as they relate to both verbal and augmentative communication. 4 undergraduate hours. 4 graduate hours.

SPED 461  AAC and Literacy  credit: 2 or 3 Hours.  
Course focuses on issues and strategies for teaching communication and literacy to individuals with significant intellectual or physical disabilities. Specific assessment and intervention strategies are discussed as they relate to alternative and augmentative communication (AAC) and the development of beginning literacy skills. 2 or 3 undergraduate hours. 2 or 3 graduate hours. Prerequisite: Concurrent enrollment or prior completion of SPED 440, and admission to the Department of Special Education, or consent of instructor.
SPED 465  Curriculum and Methods in ECSE  credit: 3 Hours.
Introduction to the field of early childhood special education, including its history and major issues; instructional methods used in teaching and facilitating development in young children with disabilities are covered in depth. 3 undergraduate hours. 3 graduate hours. Prerequisite: Concurrent registration in SPED 524 or consent of instructor.

SPED 470  Learning Environments I  credit: 3 Hours.
Course is designed to provide participants with an introduction to theories and interventions related to school climate and classroom management. Course will focus on using positive behavioral supports to create an effective classroom and school climate. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education, or consent of instructor.

SPED 471  Learning Environments II  credit: 3 Hours.
Course is designed to provide participants with specific information on intervention and evaluation strategies related to designing and managing effective learning environments and to becoming a discriminating consumer of the professional literature related to behavior interventions. 3 undergraduate hours. 3 graduate hours. Prerequisite: SPED 470, and admission to the Department of Special Education, or consent of instructor.

SPED 488  Ethics & Prof. Behavior  credit: 3 Hours.
Designed to introduce students to ethical issues and challenges that teacher educators and other professionals, including Board Certified Behavior Analysts, may encounter in practice. The topics to be covered all revolve around ethical conduct in practice and research, as well as the decision-making foundations for resolving ethical issues. Students will obtain knowledge and skills through readings, discussion and various case scenarios, reflections, and discussion of the concepts of issues addressed in the reading and assignments. 3 undergraduate hours. 3 graduate hours. Prerequisite: Graduate standing. Undergraduate Seniors (with permission).

SPED 510  Legal Aspects of Disabilities  credit: 4 Hours.
Study of the legal rights of individuals with disabilities and their families, with emphasis on educational aspects; inter-relationship of constitutional, statute, administrative and case law at the federal, state and local levels. Case study simulations and mock due process hearings are included.

SPED 513  Intro to Diversity & Equity  credit: 4 Hours.
This course, geared to education non-majors, offers an introduction to ways of thinking about educational theories, concepts, and practices as they relate to philosophical discussions surrounding social justice, especially as pertaining to race, class, gender and disability. Broadens students’ reflective understanding of the development of educational institutions and practices and, through an emphasis on class discussion, promotes a critical and analytical approach to thinking about the evaluating these institutions and practices. Same as EPS 576. Prerequisite: Acceptance into the Master of Education with an emphasis on Diversity and Equity in Education.

SPED 514  Equity Issues in Spec Educatio  credit: 4 Hours.
A graduate-level overview of issues in equity and access for students with disabilities. Historical and legal foundations are reviewed, but the course focus is issues related to characteristics of individuals with disabilities, challenges in instructional service delivery, including of students with special needs in the general curriculum, and transition of students with disabilities to independent living. Participants reflect on issues in light of their own experiences. Prerequisite: Acceptance into the Master of Education with an emphasis on Diversity and Equity in Education Program or instructor approval.

SPED 517  Disability Issues in SPED  credit: 4 Hours.
Overview of special education at the graduate level. Focus is placed on issues related to: assessment, identification, and characteristics across all disability areas. The greatest emphasis is placed on strategies for including students with disabilities in the general curriculum. Historical and legal perspectives that provide the foundation for special education are discussed.

SPED 520  Psycho-Social Aspects  credit: 4 Hours.
Same as REHB 520. See REHB 520.

SPED 521  Admin & Supervision in SPED  credit: 4 Hours.
Examination of administrative and supervisory practices in educating children with disabilities and gifted children in public and private schools; application of administrative theory to special education programs. Designed for graduate students in education administration or special education preparing to direct special education programs. 4 graduate hours. No professional credit. Prerequisite: SPED 517 or consent of instructor.

SPED 524  Supervised Prac in SPED  credit: 1 to 8 Hours.
Supervised practice in one or more settings in which students with mild to severe disabilities are served; practicum settings may include day, residential, special, and regular schools which serve students with disabilities. Additional fees may apply. See Class Schedule. Approved for S/U grading only. May be repeated in same or subsequent terms to a maximum of 8 hours. Prerequisite: Admission to the graduate program in special education; consent of supervising faculty member.

SPED 526  Collaborative Leaders in SPED  credit: 4 Hours.
Course provides special educators and other professionals with skills and strategies to assume a leader/change agent role in their schools. Participants focus on effective leadership, collaborative practices, and innovative programs in special education that create unique learning environments, ultimately impacting all stakeholders (student with and without disabilities, teachers, families). Course readings, lectures, and activities address how leaders in the field affect change in special education through grant writing, professional development, and the implementation and evaluation of innovative programs and practices. 4 graduate hours. No professional credit. Prerequisite: SPED 426 or equivalent.

SPED 538  Interdisciplinary Teaming  credit: 4 Hours.
Study of roles and functions of teams in early intervention and special education service delivery; considers models of team process within and between service settings; explores dynamics of interaction on teams, including approaches to decision-making, communication, and conflict resolution; examines professional roles and tasks of team members in the intervention process.

SPED 545  Transition and Voc Planning  credit: 3 Hours.
Provides an orientation to transition planning and vocational training as integrated components of secondary-level education curriculum. Topics include transition planning practices and participants, vocational assessment methods, supported employment concepts and issues, and vocational training strategies and programs Same as REHB 545.

SPED 550  Methods of Educational Inquiry  credit: 4 Hours.
Same as CI 550, EPOL 550, and EPSY 573. See CI 550.

SPED 556  Prob and Trends in SPED  credit: 4 to 8 Hours.
Introduction to significant problems, points of view, and trends in the field concerned; explores significant research related to organization, content, and techniques in the field in question. Students are encouraged to design/propose/conduct special studies in approved areas.
SPED 565  Atypical Development: B to 6  credit: 2 or 4 Hours.
Examines characteristics of children with major biological risk conditions and disabilities, birth - six, with a focus on the impact of these conditions on development; briefly examines interventions used by a variety of professionals in addressing specific developmental needs of children with a variety of disabilities Prerequisite: EPSY 236 or equivalent.

SPED 566  Leadership in ECSE  credit: 4 Hours.
Program issues and research on the efficacy of various program models for young children with special needs from infancy to six; implications for program organization variables such as space, personnel roles, and curriculum Prerequisite: SPED 465 and concurrent enrollment in SPED 524, or consent of instructor.

SPED 583  Single Case Experimtlnl Design  credit: 4 Hours.
Study of the analysis of behavior in one or a few subjects using advanced time series designs; includes making accurate and reliable assessment of objective behaviors and designing experiments that feature interpretable comparisons among interventions and credible generalizability to subjects, settings, and time periods other than those specifically studied. Classic and current exemplars of these designs are studied and critiqued in depth. Same as EPSY 583.

SPED 585  Individual Differences: B to 6  credit: 4 Hours.
Examines major developmental themes in young children from birth to six. Emphasizes individual differences resulting from environmental and biological factors that influence development, including those resulting from disabilities. Focuses on integration among multiple domains of development. Prerequisite: Graduate standing or consent of instructor.

SPED 590  Seminar for Advanced Students  credit: 0 to 8 Hours.
Seminar in the education of individuals with special needs; open only to persons who have been admitted for graduate study. Additional fees may apply. See Class Schedule. Approved for letter and S/U grading.

SPED 591  Field Study and Thesis Seminar  credit: 1 to 8 Hours.
Planning field studies and thesis problems by graduate students; students present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze all presentations critically. May be repeated up to 8 hours. Prerequisite: Admission to graduate studies in Special Education or consent of instructor.

SPED 592  Concepts and Issues in SPED I  credit: 4 Hours.
Roles and competencies for special education leadership positions; includes literature critique, and preparation and presentation of a major review paper in an area of research interest. Prerequisite: Admission to doctoral studies in Special Education or consent of instructor.

SPED 593  Concepts and Issues in SPED II  credit: 4 Hours.
Seminar in current concepts and issues relating to all children with special needs; introduction to grant proposal writing; and introduction to journal reviewing, requires critical review of key readings and preparation of a literature review of a topic of current research in special education. Prerequisite: SPED 592 or consent of instructor.

SPED 595  Independent Study  credit: 1 to 4 Hours.
Self-directive, independent study, that is, develops the individual's ability as an independent student and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term. May be repeated with approval. Prerequisite: Approval of study outline by advisor and the department head prior to enrollment.

SPED 599  Thesis Research  credit: 0 to 16 Hours.
Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated.

Information listed in this catalog is current as of 10/2017