

SPECIAL EDUCATION AND COMMUNICATION DISORDERS

The mission of the Special Education and Communication Disorders department is to prepare dedicated practitioners, reflective scholars, and responsible citizens who are unique in their ability to facilitate, design, implement, and evaluate programs for individuals with disabilities. This is accomplished by creating opportunities for the acquisition and maintenance of knowledge, skills, and dispositions as prescribed by the Council for Exceptional Children, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (for graduate program only), and state and federal regulations.

Undergraduate candidates follow a course of study with accompanying practical experiences that are grounded in theory, research, evidence-based practice, and experience. Our candidates develop essential interpersonal skills that make them valued members of collaborative, interdisciplinary teams in a variety of settings. Thus, each program of study is designed to promote problem solving skills that enable candidates to continue to broaden their skills and enhance their expertise throughout their professional career. These skills facilitate the recognition and integration of professional ethics with the individual needs and values of the communities they serve.

Accreditation

For program accreditation information, please refer to this table (<http://catalog.unomaha.edu/undergraduate/college-education/>).

The undergraduate degree in communication disorders provides the fundamental prerequisite knowledge necessary for pursuing a graduate degree. The graduate degree is the minimal requirement for employment as a speech-language pathologist in Nebraska. The speech-language pathology graduate program provides candidates with the opportunity to acquire and maintain the knowledge, skills, and dispositions as prescribed by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CFCC), by the Nebraska Department of Education, and by Nebraska Health and Human Services.

Contact

512 Roskens Hall
6005 Dodge Street
Omaha, NE 68182-0054
402.554.2201

Website (<http://www.unomaha.edu/college-of-education/special-education-communication-disorders/>)

Students interested in becoming special education teachers must formally apply for admission to the Educator Preparation Program (EPP).

In order to be formally admitted to a program in special education and remain in good standing, a candidate must maintain an overall GPA of 2.75 or better. No grade below a "C" will be accepted in any professional education course, or any course in the specialization area.

- Application instructions (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/#admissionstext>) for the Educator Preparation Program.

Communication Disorders

For students pursuing the Communication Disorders major, no application is required. To continue with Communication Disorders (CDIS) courses,

students must maintain a 3.0 NU GPA or higher. The Praxis Core is required for the Speech-Language Pathology Graduate Application.

Early Admission to the Speech-Language Pathology Graduate Program via FAST track

For information regarding early admission to the Speech-Language Pathology Graduate Program via FAST Track, please refer to application information online here (<http://catalog.unomaha.edu/undergraduate/college-education/special-education-communication-disorders-department/education-speech-language-pathology-bs/>).

Degrees Offered

- Education, Bachelor of Science (<http://catalog.unomaha.edu/undergraduate/college-education/special-education-communication-disorders-department/special-education-bs/>)

Programs

- Deaf/Hard Hearing (<http://catalog.unomaha.edu/undergraduate/college-education/special-education-communication-disorders-department/education-deaf-hard-hearing-program-bs/>)
- Early Childhood Inclusive (<http://catalog.unomaha.edu/undergraduate/college-education/teacher-education-department/education-early-childhood-inclusive-bs/>)
- Special Education Dual Endorsement with Elementary Education or Secondary Education (p. 1)
- Special Education (<http://catalog.unomaha.edu/undergraduate/college-education/special-education-communication-disorders-department/special-education-bs/>)
- Communication Disorders (Pre-Professional Program)

Writing in the Discipline

For Writing in the Discipline, Special Education majors complete TED 2100, Communication Disorders majors complete CDIS 3200, students in the Sign Language Interpreting concentration complete ENGL 2400, and students in the Deaf/Hard of Hearing endorsement complete TED 2100.

Minor Offered

American Sign Language (ASL) Minor (<http://catalog.unomaha.edu/undergraduate/college-education/special-education-communication-disorders-department/american-sign-language/>)

Education - Special Education Dual Endorsement with Elementary Education or Secondary Education, Bachelor of Science

This program is designed for candidates preparing for careers serving children and youth with disabilities. This program is part of the educator preparation program at either the elementary or secondary level. In the educator preparation program candidates must complete a dual endorsement in special education and elementary or secondary education. The preparation meets or exceeds the Council for Exceptional Children (CEC) initial level special educator preparation standards for special education teachers.

Code	Title	Credits
Elementary (K-6) Requirements		
Elementary (K-6) candidates are required to take the following special education courses in addition to the course work required for elementary education:		
Courses Required for Major (core curriculum)		
SPED 1500	INTRODUCTION TO SPECIAL EDUCATION	3
SPED 2300	SPECIAL EDUCATION LAW & INDIVIDUAL EDUCATION PROGRAMS	3

SPED 3020	DATA COLLECTION TECHNIQUE: ROLE IN TEACHING LEARNING PROCESS	3
SPED 4000	PRACTICUM IN SPECIAL EDUCATION	3
SPED/COUN 4010	MENTAL HEALTH IN SCHOOLS: RISK FACTORS AND INTERVENTIONS	3
SPED 4150	READING AND WRITING INSTRUCTION FOR STUDENTS WITH DISABILITIES	3
SPED 4230	LANGUAGE DEVELOPMENT AND DISORDERS FOR TEACHERS	3
SPED 4640	METHODS AND MATERIALS IN SPECIAL EDUCATION	3
SPED 4710	INTERACTIONS AND COLLABORATION	3
SPED 4700	CLINICAL PRACTICE IN SPECIAL EDUCATION	6
OR		
SPED 4720	CLINICAL PRACTICE IN SPECIAL EDUCATION	12
SPED 4810	BEHAVIOR INTERVENTIONS AND SUPPORTS	3
Total Credits		48

Code	Title	Credits
Secondary (7-12) Requirements		
Secondary (7-12) candidates are required to take the following special education courses in addition to the coursework required for secondary education:		
Courses Required for Major (Core Curriculum)		
SPED 1500	INTRODUCTION TO SPECIAL EDUCATION	3
SPED 2300	SPECIAL EDUCATION LAW & INDIVIDUAL EDUCATION PROGRAMS	3
SPED 3020	DATA COLLECTION TECHNIQUE: ROLE IN TEACHING LEARNING PROCESS	3
SPED 4000	PRACTICUM IN SPECIAL EDUCATION	3
SPED/COUN 4010	MENTAL HEALTH IN SCHOOLS: RISK FACTORS AND INTERVENTIONS	3
SPED 4150	READING AND WRITING INSTRUCTION FOR STUDENTS WITH DISABILITIES	3
SPED 4230	LANGUAGE DEVELOPMENT AND DISORDERS FOR TEACHERS	3
SPED 4640	METHODS AND MATERIALS IN SPECIAL EDUCATION	3
SPED 4650	TRANSITION PLANNING	3
SPED 4710	INTERACTIONS AND COLLABORATION	3
SPED 4700	CLINICAL PRACTICE IN SPECIAL EDUCATION	6
OR		
SPED 4720	CLINICAL PRACTICE IN SPECIAL EDUCATION	12
SPED 4810	BEHAVIOR INTERVENTIONS AND SUPPORTS	3
Total Credits		51

Candidates must have satisfactorily completed all required coursework prior to clinical practice.

A minimum grade of "C" must be earned in all certification requirements, endorsements, and concentrations. All grades of incomplete and any grades below "C" in these specific requirements must be removed prior to clinical practice. Candidates are responsible for contacting their advisor regarding said grades.

For courses in this major/ endorsement that require a grade of C or higher, CR/ NC is not permissible.

Candidates must have a minimum cumulative GPA of 2.75 or higher in order to be eligible for clinical practice.

Contact

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Department Website (<https://www.unomaha.edu/college-of-education/special-education-communication-disorders/>)

Academic Advising and Field Experiences Website (<https://www.unomaha.edu/college-of-education/student-services/>)

Education - Special Education, Bachelor of Science

The BSED degree certificate in Special Education allows UNO to recommend graduates for Nebraska licensure in special education.

Potential Career Opportunities/settings:

- Public School systems
- Private School systems

SPED 1110 AMERICAN SIGN LANGUAGE I (3 credits)

This is the introductory course in a five-course series teaching American Sign Language. The focus will be on conversational skills and a basic understanding of the Deaf community within a cultural context. Expressive and receptive vocabulary and grammar skills will be fostered through interactive class activities.

Prerequisite(s): co-requisite SPED 1114 ASL Lab

SPED 1114 AMERICAN SIGN LANGUAGE I LAB (1 credit)

This is the co-requisite lab course for SPED 1110, American Sign Language I. Students will meet weekly in the ASL Lab interacting in a small group setting with a Deaf mentor.

Prerequisite(s): Co-requisite: SPED 1110

SPED 1120 AMERICAN SIGN LANGUAGE II (3 credits)

This is the second course in a five course series teaching American Sign Language. Candidates will continue to develop the use of body language/ mime, basic sentence types, manual alphabet, manual numbers/number systems, and intermediate vocabulary.

Prerequisite(s): SPED 1110 and SPED 1114 with a grade of C or higher. Co-requisite: SPED 1124

SPED 1124 AMERICAN SIGN LANGUAGE II LAB (1 credit)

This is the co-requisite lab course for SPED 1120, American Sign Language II. Students will meet weekly in the ASL Lab interacting in a small group setting with a Deaf mentor.

Prerequisite(s): SPED 1110 and SPED 1114 with a grade of B- or higher; Co-requisite: SPED 1120.

SPED 1500 INTRODUCTION TO SPECIAL EDUCATION (3 credits)

This course is designed to help students explore issues and perspectives related to children, adolescents, and young adults with a variety of ability and disability experiences. It provides an introduction to the historical factors, legislation, terminology, etiology, characteristics that are commonly encountered when addressing the needs of diverse students with disabilities ranging from mild, moderate to severe.

Prerequisite(s): Not open to non-degree graduate students.

Distribution: Social Science General Education course and U.S. Diversity General Education course

SPED 2100 PROFESSIONALISM & ETHICS OF INTERPRETING (3 credits)

This survey course provides an introduction to the profession and ethics of sign language interpreting. The student learns what is expected of an interpreter (roles, functions, responsibilities) and applies this knowledge to a variety of settings. Information about the history of the profession, professional organizations, and settings where interpreters work is presented. Students will be introduced to Demand/Control Schema as a foundation for assessment ethical scenarios.

Prerequisite(s): Minimum 2.75 GPA and/or special permission from the instructor.

SPED 2110 AMERICAN SIGN LANGUAGE III (3 credits)

This course is a continuation and elaboration on ASL I and ASL II. Proper ASL vocabulary, syntax, semantics, and pragmatics will be expanded both receptively and expressively. This course provides exposure to idiomatic language through conversation, narration, and storytelling.

Prerequisite(s): Minimum 2.75 GPA; SPED 1120 and SPED 1124 with a grade of B- or higher; co-requisite: SPED 2114.

SPED 2114 AMERICAN SIGN LANGUAGE III LAB (1 credit)

This is the co-requisite lab course for SPED 2110, American Sign Language III. Students will meet weekly in the ASL Lab interacting in a small group setting with a Deaf mentor.

Prerequisite(s): Minimum 2.75 GPA; SPED 1120 and SPED 1124 with a grade of B- or higher; co-requisite: SPED 2110.

SPED 2120 AMERICAN SIGN LANGUAGE IV (3 credits)

This is the fourth course in the five-course series of American Sign Language. Proper ASL vocabulary, syntax, semantics, and pragmatics will be expanded both receptively and expressively. This course will increase students' competence using ASL through conversation, narration, and storytelling with additional awareness of cultural behaviors, rules of discourse and dialectal variations in ASL.

Prerequisite(s): Minimum 2.75 GPA; SPED 2110 and SPED 2114 with a grade of B- or higher; co-requisite: SPED 2124.

SPED 2124 AMERICAN SIGN LANGUAGE IV LAB (1 credit)

This is the co-requisite lab course for SPED 2120, American Sign Language IV. Students will meet weekly in the ASL Lab interacting in a small group setting with a Deaf mentor.

Prerequisite(s): Prerequisites: minimum 2.75 GPA; SPED 2110 and SPED 2114 with a grade of B- or higher. Corequisite: SPED 2120

SPED 2200 DEAF STUDIES (3 credits)

This is an introductory course which surveys historical, psychological, and sociological aspects of deafness. This course introduces students to aspects of Deaf Culture and the Deaf Community. It will also examine current issues and trends and future directions in the education of children who are deaf or hard of hearing. Basic concepts, theories, research, and philosophical debates are explored through assigned readings, independent work, and classroom activities.

Prerequisite(s): Minimum 2.75 GPA.

Distribution: U.S. Diversity General Education course

SPED 2300 SPECIAL EDUCATION LAW & INDIVIDUAL EDUCATION PROGRAMS (3 credits)

This course provides an overview of special education policy and law with an emphasis on components of individual education programs (IEPs), the special education referral process, and preparing for IEP meetings. Content knowledge will include IEP components and their function. Students will apply this knowledge to IEP component writing and development practice.

Prerequisite(s): SPED 1500

SPED 2550 HEALTH AND WELL-BEING OF INFANTS AND TODDLERS (3 credits)

This course is designed to help students gain knowledge and skills that will enable them to design curricula, create supportive environments, and provide effective learning opportunities to promote the healthy development of infants and young children. There will be an emphasis on effective and culturally responsive collaboration with families and caregivers. This course includes a field experience in programs that serve infants/toddlers and their families.

Prerequisite(s): TED 2250. Not open to non-degree graduate students.

SPED 3000 SPECIAL STUDIES (1-3 credits)

This course is designed to allow candidates to pursue independent study of a topic under the direction and guidance of a faculty member. Topics studied and the nature of the learning activities is mutually agreed upon by the candidate and instructor.

Prerequisite(s): Permission by instructor

SPED 3020 DATA COLLECTION TECHNIQUE: ROLE IN TEACHING LEARNING PROCESS (3 credits)

This is a course on formal and informal assessment for Special Education. Candidates will learn how to collect assessment data to be used for data based decision making.

Prerequisite(s): SPED 1500 and TED 2400, Co-requisite SPED 4640 & SPED 4000 and 2.75 NU GPA and passing Praxis Core scores (Math, Reading and Writing)

SPED 3100 ENGLISH/ASL COMPARATIVE LINGUISTICS (3 credits)

This course offers a study of the fundamental concepts of linguistics and its application to the study of American Sign Language. Candidates will compare and contrasting English and American Sign Language structure. Focus will be on the fundamental areas of linguistic inquiry, which include phonology, morphology, syntax, semantics, and the use of language. Using current research, candidates will begin to think critically about the structure of ASL and its recognition as a language. Candidates will be expected to translate between English and signed languages to deepen understanding the study of linguistics. A video will supplement the textbook by providing examples of signs/concepts discussed in the course.

Prerequisite(s): Minimum 2.75 GPA; SPED 3110 ASL V; SPED 3114 ASL V Lab; or demonstrated proficiency.

SPED 3110 AMERICAN SIGN LANGUAGE V (3 credits)

As the fifth course in ASL, students will be able to communicate fluently with native ASL users. Additional linguistic principles will be presented at an advanced level and complex grammatical structures will be utilized in presentations. This course will continue to explore issues of linguistic code-switching, and regional variations in ASL.

Prerequisite(s): Minimum 2.75 GPA; SPED 2120 and SPED 2124 with a grade of B- or higher; co-requisite: SPED 3114.

SPED 3114 AMERICAN SIGN LANGUAGE V LAB (1 credit)

This is the co-requisite lab course for SPED 3110, American Sign Language V. Students will meet weekly in the ASL Lab interacting in a small group setting with a Deaf mentor.

Prerequisite(s): Minimum 2.75 GPA; SPED 2120 and SPED 2124 with a grade of B- or higher; co-requisite: SPED 3110. Not open to non-degree graduate students.

SPED 3120 ACADEMIC INTERPRETING (3 credits)

In this course candidates will focus on skills required for interpreting in a variety of academic settings. Candidates will learn to produce appropriate and equivalent interpreted messages between signed and spoken communication. Candidates will observe and analyze spoken and signed language used in the classroom and in extracurricular activities. Candidates will understand the interpreter's role as part of the educational team and how that impacts their work with students. Also included will be review and deeper exploration of communication styles, modes and language used by children.

Prerequisite(s): GPA 2.75 or better. SPED 3110 and SPED 3114 with B- or higher or special permission from the instructor. Score of intermediate or higher on the ASL Proficiency Interview or Sign Language Proficiency Interview. Not open to non-degree graduate students.

SPED 3130 COMMUNITY INTERPRETING (3 credits)

In this course students will learn skills in producing equivalent ASL and/or English messages in both consecutive and simultaneous interpreting. Students will interpret for adults and children moving from monologues to dialogues developing fluency, speed and accuracy. Students will continue to develop their English vocabulary, ASL vocabulary, interpreting analysis skills and strategies for team interpreting within the genres of medical and mental health, employment and vocational settings, social services, business and insurance.

Prerequisite(s): GPA 2.75 or better. SPED 3110 and SPED 3114 or special permission from the instructor. Score of intermediate or higher on the ASL Proficiency Interview or Sign Language Proficiency Interview.

SPED 3140 DISCOURSE ANALYSIS AND SOCIOLINGUISTICS FOR INTERPRETERS (3 credits)

During the course students will analyze language use in spoken English and American Sign Language (ASL) so that features of language use rise to the level of explicit awareness. Students collect, transcribe, and analyze various speech activities while reading and discussing theoretical notions underlying language use.

Prerequisite(s): Minimum 2.75 GPA; SPED 2110 and SPED 2114 with a grade of B- or higher; or special permission from the instructor. Not open to non-degree graduate students.

SPED 3150 COGNITIVE PROCESSING IN ASL AND ENGLISH (3 credits)

This course presents practice of cognitive skills used in the process of interpreting from English and the process of interpreting from ASL. Skills include visualization, prediction, listening, memory, abstracting, closure, dual tasking, and processing time. Integration and application of these skills will lead to a self-monitoring process that will allow for self-assessment and commentaries on work performed.

Prerequisite(s): Minimum cumulative 2.75 GPA, and SPED 2120 and SPED 2124 with a grade of B- or higher; or instructor permission. Not open to non-degree graduate students.

SPED 3800 DIFFERENTIATION AND INCLUSIVE PRACTICES (3 credits)

This course is designed to examine characteristics of students with various learning needs and how to apply principles of Universal Design for Learning (UDL) to meet their needs in an inclusive environment. This course will expand the special education content knowledge of general education teachers so they can meet the needs of all students by planning lessons using the UDL framework. The purpose of this course is for general education teacher candidates to gain content knowledge about special education policies and procedures to utilize various educational, emotional, and social accommodations necessary to provide unique and effective educational or alternative responses for students with various learning needs.

Prerequisite(s): TED 2400 or EDUC 2520; Minimum 2.75 GPA. Not open to non-degree graduate students.

SPED 4000 PRACTICUM IN SPECIAL EDUCATION (3 credits)

This practicum will examine special education methods, techniques and strategies used with children and youth with disabilities in a variety of K-12 school settings. Classroom practice and application of instructional planning and implementation, assessment techniques and behavior management will be emphasized. Collaboration and consultation models will also be included in this experience.

Prerequisite(s): EDUC 2510 & EDUC 2520 or SPED 1500 & TED 2400; GPA 2.75 or higher. Co-requisites: SPED 3020 & SPED 4640. Not open to non-degree graduate students.

SPED 4010 MENTAL HEALTH IN SCHOOLS: RISK FACTORS AND INTERVENTIONS (3 credits)

This course explores the role that educators and school mental health professionals play in identifying the risk factors and warning signs of children and youth with mental health concerns. Students will understand the risk and protective factors at the individual, family, school, and community level as related to children and youth's mental health.

The course will provide an overview of externalizing and internalizing disorders as well as school-based and community-based treatments and interventions. (Cross-listed with COUN 4010, COUN 8016, SPED 8016).

Prerequisite(s): SPED 1500 or EDUC 2510, TED 2300, Minimum 2.75 GPA. Not open to non-degree graduate students.

SPED 4040 WORKSHOP IN SPECIAL EDUCATION OR SPEECH-LANGUAGE PATHOLOGY (1-6 credits)

The purpose of this course is to provide workshops or special seminars in the area of special education and communication disorders. This course will prepare graduate candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. (Cross-listed with SPED 8046).

SPED 4110 SIGNED ENGLISH AND OTHER SYSTEMS (3 credits)

This course examines the communication methods and modes used in some educational settings with people who are deaf or hard of hearing. Candidates will gain understanding and specific skills in Simultaneous Communication, Total Communication, Signing Exact English, and Conceptually Accurate Signed English. Information will be shared about the latest technology and resources available to aid communication in the classroom.

Prerequisite(s): Minimum 2.75 GPA; SPED 3110 and SPED 3114 with a grade of B- or higher; or special permission from the instructor.

SPED 4150 READING AND WRITING INSTRUCTION FOR STUDENTS WITH DISABILITIES (3 credits)

This course is designed to provide preservice teacher candidates skills and strategies for instructing students with high incidence disabilities that struggle to acquire literacy skills. Emphasis is placed on diagnosis and assessment of specific reading and writing difficulties to determine effective instructional strategies. Instructional strategies will address modifications directed at teaching oral language, reading, writing, and spelling skills.

Prerequisite(s): SPED 1500 and TED 2400 and 2.75 NU GPA and passing Praxis Core scores (Math, Reading and Writing). Not open to non-degree graduate students.

SPED 4180 INTERPRETING IN SPECIALIZED SETTINGS (3 credits)

This course focuses on interpreting/transliterating for special populations in a variety of specialized settings. Video relay, Deaf-Blind, Mental Health, Legal, Religious, Multi-cultural and Theatrical settings are among the specialized settings in which interpreting students will participate in additional training.

Prerequisite(s): GPA 2.75 or better. SPED 3110 and SPED 3114 with B- or higher or special permission from the instructor. Score of intermediate or higher on the ASL Proficiency Interview or Sign Language Proficiency Interview. Not open to non-degree graduate students.

SPED 4230 LANGUAGE DEVELOPMENT AND DISORDERS FOR TEACHERS (3 credits)

This course is designed to introduce the candidate to the nature and structure of language, current theories of language, normal first and second language development, language disorders, multicultural issues in language assessment, and contemporary classroom management of language deficits. The topics will be examined from an educational perspective to enhance the teachers knowledge of language and to facilitate classroom management of language deficits exhibited by exceptional children in grades pre-K through 12. (Cross-listed with SPED 8236).

Prerequisite(s): Minimum 2.75 GPA; SPED 1500 or ECI major; TED 2300 or TED 2380 or permission of the instructor

SPED 4240 TEACHING/INTERPRETING LANGUAGE TO DEAF/HARD OF HEARING (5 credits)

This course will examine specific programs, methods, and techniques employed in teaching and developing language with deaf and hard of hearing children from primary through secondary levels. Current theories and practices in reading and language arts instruction will be examined. This course will also present methods for assessing reading and language problems in deaf/hard of hearing children, making adaptations and modifications in curriculum, integrating technology, and including parents in the instructional process. The sign language interpreter plays a vital role to a student who is deaf or hard of hearing because interaction is so important. When an interpreter is fluent in the use of language(s), the interpreter facilitates the student's ability to learn the language. An experienced interpreter uses knowledge of language development to make modifications to his/her interpreting approach.

Prerequisite(s): GPA 2.75 or better and SPED 3110 and SPED 3114 with a grade of B- or higher, or special permission from the instructor. Background check using UNO vendor.

SPED 4280 TEACHING AMERICAN SIGN LANGUAGE AS A WORLD LANGUAGE (3 credits)

This course provides a hands-on experience in the design and implementation of ASL instruction and curriculum. The course will address methods, materials, program evaluation, and teaching approaches for preparing professional instructors of ASL.

Prerequisite(s): Min 2.75 GPA & proficiency in ASL. Prof shown by one of the following: complete ASL I-V courses, personal interview w/instructor, or a min level of 3 on ASL Proficiency Interview or Sign Comm Proficiency Interview. Not open to non-degree grad students.

SPED 4310 VOICE-TO-SIGN (3 credits)

This course begins consecutively interpreting monologues from the source language (English) to the target language (ASL). Students will listen to entire English monologues, process them, analyze them, and then choose appropriate ASL to match the message. The course provides instruction on refining and enhancing voice-to-sign skills, specifically simultaneously producing equivalent ASL messages from spoken English source messages. Students will learn to sign simultaneously and consecutively when viewing video or listening to audio of native English speakers from a variety of settings.

Prerequisite(s): GPA 2.75 or better and SPED 3110 and SPED 3114 with a grade of B- or higher, or special permission from the instructor. Score of intermediate or higher on either the ASL Proficiency Interview or the Sign Language Proficiency Interview.

SPED 4320 SIGN-TO-VOICE (3 credits)

This course provides instruction on refining and enhancing sign-to-voice skills, specifically simultaneous sign-to-voice transliterating and interpreting. Students will learn to voice simultaneously and consecutively when viewing video of native signers who use a variety of signing modalities to communicate. Students will develop the ability to produce an equivalent English message from ASL source messages.

Prerequisite(s): GPA 2.75 or better and SPED 3110 and SPED 3114 with a grade of B- or higher, or special permission from the instructor. Score of intermediate or higher on either the ASL Proficiency Interview or the Sign Language Proficiency Interview.

SPED 4350 TEACHING CONTENT SUBJECTS TO DEAF/HARD OF HEARING (4 credits)

This course will describe, investigate, and put into practice instructional strategies employed in developing knowledge and concepts in social studies, science, and mathematics. The scope of the course will be preschool through high school. Curricula and materials used with K-12 students who are deaf or hard of hearing will be reviewed and evaluated.

Prerequisite(s): Minimum 2.75 GPA; EDUC 2510 or SPED 1500; TED 2400 or permission of the instructor.

SPED 4640 METHODS AND MATERIALS IN SPECIAL EDUCATION (3 credits)

This course is designed to describe the various instructional methods that have been used successfully in supporting students with disabilities in a variety of settings. This course is also intended to provide pre-service and in-service candidates with knowledge and evidence-based teaching strategies essential for modifying the learning environment and individualizing instruction for students with disabilities. In addition, teaching methods will focus on academic curriculum lesson planning, development of IEPs, selection of instructional methods and materials, and universal design for learning (UDL).

Prerequisite(s): SPED 1500, TED 2400 and 2.75 NU GPA and passing Praxis Core scores (Math, Reading and Writing); Co-requisite courses SPED 3020 & SPED 4000. Not open to non-degree graduate students.

SPED 4650 TRANSITION PLANNING (3 credits)

Curriculum oriented for teachers and related professionals to work with the career development and transition of individuals with disabilities within a multicultural and global society. Includes information for elementary through adulthood with emphasis on transition from high school to community living. (Cross-listed with SPED 8656)

Prerequisite(s): SPED 1500. Not open to non-degree graduate students.

SPED 4700 CLINICAL PRACTICE IN SPECIAL EDUCATION (6 credits)

This course provides candidates with experience teaching students with exceptionalities. Observation, participation, and actual teaching in an individually selected placement will be a part of the candidate's involvement in this course. This course is intended for candidates who are completing a dual endorsement program (special education and another endorsement).

Prerequisite(s): GPA minimum of 2.75 and completion of all required coursework in special education. Co-Requisite: TED 4650. Not open to non-degree graduate students.

SPED 4710 INTERACTIONS AND COLLABORATION (3 credits)

This course is offered to investigate the building blocks of collaboration. Effective interpersonal communication and collaboration skills are presented as the foundation necessary to build relationships among school personnel, families and community members. (Cross-listed with SPED 8716).

Prerequisite(s): SPED 1500 and TED 2400 and 2.75 NU GPA and passing Praxis Core scores (Math, Reading and Writing)

SPED 4720 CLINICAL PRACTICE IN SPECIAL EDUCATION (12 credits)

This course provides candidates with a practical experience teaching students with disabilities. Observation, participation, and actual teaching in an individually selected placement will be a part of the candidate's involvement in this course.

Prerequisite(s): GPA minimum of 2.75, Completion of all required course work in special education.

SPED 4724 SPECIAL EDUCATION CLINICAL TEACHING ORIENTATION (0 credits)

This course is the special education clinical teaching orientation that is paired with the Clinical Teaching in Special Education course.

Prerequisite(s): GPA = 2.75 or better, Completion of all required course work in special education. Co-requisite SPED 4720 or SPED 4730

SPED 4730 ADVANCED CLINICAL PRACTICE IN SPECIAL EDUCATION (3 credits)

A second semester of special education clinical practice experience in a placement working with exceptional children. Observation, participation and actual teaching will be part of the candidate's experience.

Prerequisite(s): GPA minimum of 2.75; SPED 4720 and permission

SPED 4740 EDUCATIONAL INTERPRETING PRACTICUM AND SEMINAR (6 credits)

The practicum candidate will work with a mentor to begin developing professional relationships while developing the ability to interpret simultaneously signed and spoken messages. Candidates will also share experiences in seminars with an instructor where discussion will focus on linguistic issues in interpretation, ethical dilemmas, and situational concerns.

Prerequisite(s): GPA minimum of 2.75, Completion of SPED 3120, SPED 3130, SPED 4180, SPED 4240, SPED 4310, and SPED 4320 with grades of B- or higher.

SPED 4760 COMMUNITY INTERPRETING PRACTICUM AND SEMINAR (6 credits)

The practicum candidate will work with a mentor in various community settings to begin developing professional relationships while developing the ability to interpret simultaneously signed and spoken messages. Candidates will also share experiences in seminars with an instructor where discussion will focus on linguistic issues in interpretation, ethical dilemmas, and situational concerns.

Prerequisite(s): GPA minimum of 2.75, Completion of SPED 3120, SPED 3130, SPED 4180, SPED 4240, SPED 4310, and SPED 4320 with grades of B- or higher. Not open to non-degree graduate students.

SPED 4800 SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH (3 credits)

This course is designed to prepare teacher candidates and graduate candidates with the understanding of the psychological, biological and environmental factors that affect the social-emotional development of children and adolescents. Emphasis is placed on the interaction of these factors for children with exceptional learning needs and the implications for the learning environment. (Cross-listed with SPED 8806).

Prerequisite(s): SPED 1500 or EDUC 2510, TED 2300, Minimum 2.75 GPA

SPED 4810 BEHAVIOR INTERVENTIONS AND SUPPORTS (3 credits)

This course introduces a variety of practical interventions that teachers may use to support the positive classroom behavior of all students within a tiered model. Universal, targeted, and individualized strategies are presented. (Cross-listed with SPED 8816).

Prerequisite(s): SPED 1500 and TED 2400 and 2.75 NU GPA and passing Praxis Core scores (Math, Reading and Writing)

SPED 4820 EARLY CHILDHOOD INCLUSIVE EDUCATION SYSTEMS, POLICY, AND ADVOCACY (1 credit)

The purpose of this course is to provide an overview of the history and perspectives of key developmental theories, laws, and policies related to inclusive early childhood education. Particular attention will be paid to culturally responsive approaches to ECIE, local, state, federal, and global policy, professional roles, ethics, and advocacy. Emphasis is on current research, theory, and evidence-based practice.

Prerequisite(s): TED 2250. Not open to non-degree graduate students.

SPED 4830 ASSESSMENT IN EARLY CHILDHOOD INCLUSIVE EDUCATION (3 credits)

This course is designed to help students develop skills for effective and culturally responsive assessment and evaluation of infants, toddlers, and young children. Such assessment is vital for understanding developmental needs of young children, planning appropriate curriculum and interventions, identifying children's special needs, evaluating early childhood programs, and providing accountability information to funders and stakeholders.

Prerequisite(s): Admission to Educator Preparation program, TED 2250. Not open to non-degree graduate students.

SPED 4860 RESPONSIVE AND REFLECTIVE TEACHING IN EARLY CHILDHOOD (3 credits)

This course will prepare early childhood inclusive education majors to plan and deliver supports to a diverse array of young children (birth to age 8) and their families. Candidates will be trained in evidence-based practices used for promoting language, problem-solving, motor skills, adaptive behavior, play, and social/emotional growth in young children. There is an emphasis on anti-bias approaches to education, as well as educators' reflections upon their practices.

Prerequisite(s): Admission to the Educator Preparation program, TED 2250. Not open to non-degree graduate students.

SPED 4870 PRACTICUM WITH INFANTS AND TODDLERS (3 credits)

This advanced practicum is a guided experience for candidates pursuing an emphasis in the area of Early Childhood Inclusive Education (ECIE) birth through age 3. Candidates will be required to demonstrate competencies related to promoting the development of infants and toddlers, and the skills and confidence of their families/caregivers. This is the last practicum course prior to the clinical practice semester.

Prerequisite(s): Completion of ECIE undergraduate courses: TED 2250, TED 2350, SPED 4230, TED 4250, SPED 4830, SPED 4860; GPA 2.75 or higher. Co-requisites: TED 4210 and SPED 4850. Not open to non-degree graduate students.