Department of Special Education

Chair
Dr. Holly Pedersen, Chair

Special Education Department Motto

PURPOSE FUELED BY PASSION: Inclusive Schools, Inclusive Communities, Inclusive Communication

Special Education Department Vision

We will be recognized as a top of class school for future and current professionals, employers, and families seeking to positively impact the lives of people with disabilities. People will say, "I want to hire an MSU graduate" and, "I want to be an MSU graduate."

Special Education Department Mission

The Department of Special Education prepares high quality professionals, at both initial and advanced levels, who are equipped with the knowledge and skills to be leaders in their respective disciplines. Our mission is accomplished through current and innovative teaching and learning experiences, impactful community service, and practical research and assessment. Our daily practice focuses on engagement, collaboration, and problem-solving to advance this mission.

Satisfactory Progress Policy

Students in a Special Education Department major must obtain a grade of C or better in any course required for their major.

Academic Honesty

Academic honesty is at the core of any graduate program. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

1. Misrepresenting another individual’s work as one’s own, e.g. plagiarism.
2. Copying from another student during an exam.
3. Altering one’s exam after grading for the purpose of enhancing one’s grade.
4. Submitting the same paper to more than one class.
5. Use of any material not approved by the instructor during an exam.
6. Turning in reports intended to be based on field collected data but, in fact, is not.
7. Failure to respect the confidentiality of students/persons served or studied.
8. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

Courses

SPED 101. Introduction to Intellectual & Developmental Disability Services. 3 Hours.
A survey of the various types of developmental disabilities, the philosophy of service, person centered planning, working with families, job coaching, and legal and ethical considerations for persons with developmental disabilities.

SPED 110. Introduction to Exceptional Children. 3 Hours.
A survey course examining exceptionalities of learning with a focus on understanding current social and educational responsibilities.

SPED 111. Health Care in IDD I. 3 Hours.
This course concentrates on basic medication concepts and procedures, health and wellness issues, nutrition information, and oral hygiene.

SPED 112. Health Care in Developmental Disabilities II. 3 Hours.
This course focuses on the most common types of seizures and provides information on how to observe, report, and assist persons during seizures. Included also are techniques of positioning, turning, and transferring persons with physical disabilities. This course provides an introduction to issues in sexuality and also teaches how to support independent living skills in persons with intellectual disabilities.

SPED 113. American Sign Language I. 3 Hours.
This course is designed to introduce students to American Sign Language. Students develop basic vocabulary and conversation skills. Fundamental aspects of Deaf Culture are incorporated.

SPED 115. American Sign Language II. 3 Hours.
This course is a continuation of ASL I. Students will expand vocabulary and conversation skills. Focus is on a greater understanding of ASL and its cultural features. Prerequisite: Student must complete SPED 113 before enrolling in this class.
SPED 116. Intro To Sign Lang Interpreting. 3 Hours.
An introductory course providing an overview of the profession of Sign Language Interpreting.

SPED 117. Manually Coded English. 3 Hours.
An introduction to Signing Exact English and finger spelling. A basic sign vocabulary is presented.

SPED 118. American Sign Language Specialized Vocabulary. 3 Hours.
This course will provide students with advanced vocabulary knowledge in American Sign Language as preparation for a career in Interpreting.

SPED 120. Intro to Positive Behavior Supports. 3 Hours.
This course focuses on principles of behavior; defining, recording, and charting behavior, and how to write behavioral objectives. It teaches positive behavior support strategies and how to design and implement positive behavior support plans.

SPED 140. Human Development. 3 Hours.
A study of the sequence of human development from conception to late childhood, adolescence through adulthood, with emphasis on motor, language, cognitive, emotional, and social characteristics.

SPED 141. Development of Young Children. 2 Hours.
In this course, students will learn typical and atypical development of children ages birth to age five. The course includes observation of development, introduction to service delivery models, and study of best practices in intervention. Prerequisite: Students must complete in SPED 110 before enrolling this course.

SPED 201. Applied Behavior Analysis for Teachers. 3 Hours.
Learners in this course will be introduced to best practices in Applied Behavior Analysis (ABA) in the classroom. In addition, students will learn preventative, supportive, and corrective behavioral strategies for individuals with both low and high incidence disabilities. Varying theoretical paradigms related to human behavior will also be explored and considered to understand student behavior. Prerequisite: Students must enroll in SPED 110 at the same time as this course.

SPED 202. Intro to Sensory Disabilities. 3 Hours.
In this introductory course in sensory disabilities, students will learn the dimensions of deaf/hard of hearing, visual impairments, and dual impairments. The content will cover the etiology of sensory disabilities that can result in additional learning challenges. In addition, historical foundations and research evidence upon which educational best practice is based for sensory disabilities is identified. Prerequisite: SPED 110.

SPED 210. Intro to Ed of Children w/DHH. 3 Hours.
A foundations course which surveys the history of the education of children who are deaf or hard of hearing. An introduction to present techniques as well as historical philosophies is presented. Prerequisite: SPED 110.

SPED 213. American Sign Language III. 3 Hours.
This advanced course is a continuation of ASL I & II as a tool to enrich their vocabulary and understanding of the structure of ASL. Topics relating to Deaf Culture will be discussed throughout the course as well as opportunities to increase fluency in the language. Prerequisites: SPED 113, SPED 115.

SPED 215. Interpreting I. 3 Hours.
This course is designed to expose students to a variety of settings in which an interpreter may function. Emphasis will be on American Sign Language to English Interpreting. Hands-on experiences will be provided through various mock situations for the purpose of demonstrating appropriate placement and skill application in each of these settings. This course includes both observations, lecture, and in class discussions.

SPED 216. Interpreting II. 3 Hours.
This course is designed to expose students to a variety of settings in which an interpreter may function. Emphasis will be on English to American Sign Language Interpreting. Hands-on experiences will be provided through various mock situations for the purpose of demonstrating appropriate placement and skill application in each of these settings. This course includes both observations, lecture, and in class discussions.

SPED 220. Promoting Inclusive Opportunities. 3 Hours.
The course introduces a value-based process for developing and evaluating major program goals for persons with disabilities including the relationship of assessment to goal setting and person-centered planning. Students will apply instructional interventions including assistive technology applications for persons with intellectual disabilities. Strategies for promoting relationships between people with disabilities and other community members and guidelines for leisure program planning and implementation will be discussed.

SPED 223. Dual Diagnoses: ID and Mental Health Disorders. 2 Hours.
An overview of issues related to supporting people who experience both intellectual disability and mental health disorders including identification of the need for services, treatment options, and standards for service provision. The course provides information for program coordinators on assessment of mental health disorders, collaboration with community-based team members, pharmacological and behavior support, and cognitive behavioral therapies and approaches with individuals with intellectual disabilities.

SPED 225. Assisting People with Traumatic Brain Injury. 2 Hours.
This course provides a comprehensive overview of Traumatic Brain Injury (TBI) and how to assist people with TBI and their families. It discusses community resources, assessment issues and strategies, as well as the role of employment consultants in working with people with TBI.

SPED 233. Experience In SPED. 1 Hour.
Through a service learning approach, students will be introduced to a diverse, vibrant, professional community working together with others to ensure that individuals with exceptionalities are valued and included in all aspects of life. Students will be exposed to leadership policy and practices. Prerequisite or Corequisite: Students must be concurrently enrolled in or have previously taken SPED 110.
SPED 234. Disability and Society. 3 Hours.
This course prepares future leaders to understand new perspectives on viewing disability as a part of a diverse society. Learning experiences are designed to eliminate myths and preconceptions and prepare students to successfully encounter diversity as expressed by people with disabilities who may be colleagues, employees, neighbors, or members of the community.

SPED 250. Developing Communicative Interactions. 2 Hours.
This course is designed to provide training to personnel who work with persons with extensive and pervasive support needs. It is a multimedia training program in the area of social, communicative language skill development, and intervention. The course also discusses effective interpersonal communication.

SPED 255. Aging and IDD. 2 Hours.
This course is designed to address training needs of direct support professionals and human services personnel working with senior citizens with developmental disabilities in community programs. It covers demographic and philosophical considerations, health, social, and legal issues, and coordination of services.

SPED 296. Field Experience in IDD. 4 Hours.
Practical experience in the development of individual program plans, medication management; positioning, turning, and transferring techniques; management of seizure disorders; job coaching; participant empowerment; facilitation of services; community networking; facilitation of relationships; provision of person-centered supports; vocational, education, and career support; assessment, documentation; communication; positive behavior supports; and aging issues. Prerequisites: SPED 101, 11, 112, 120, and 221 or instructor permission.

SPED 299. Special Topics In Special Ed. 1-8 Hour.
Research in current trends related to various topic areas in the field of special education.

SPED 302. Language and Communication Interventions. 3 Hours.
Students will learn the characteristics of culture and use of language as it relates to diversity across cultures. Additional focus will be on communication and social interaction alternatives and typical and atypical language development. Students will learn augmentative and alternative communication strategies to support and enhance the verbal and non-verbal communication skills of individuals with exceptional learning needs. Prerequisite: SPED 110 and Admission to Teacher Education or Interpreting & Sign Language Studies major.

SPED 310. Introduction to Intellectual Disability and Autism Spectrum Disorder. 3 Hours.
In this survey course, students will explore definitions and issues related to individuals with intellectual disability (ID) and autism spectrum disorder (ASD). In addition, trends and practices will be discussed in the areas of developmental disabilities. Students will understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. Prerequisite: Student must complete SPED 110 before enrolling in this class.

SPED 311. Introduction to Autism Spectrum Disorder. 3 Hours.
This course will examine the historical perspective of the autism spectrum as well as the etiology, early detection, assessment, diagnosis and characteristics of persons with ASD throughout the lifespan. Participants will learn a variety of interventions and instructional strategies appropriate in non-educational settings in order to improve an individual's social, behavior and communication skills among other quality of life outcomes. Prerequisite: Students must complete SPED 101 before enrolling in this course.

SPED 312. Intermediate Sign Language. 3 Hours.
A course in American Sign Language that focuses on increasingly complex aspects of the language including vocabulary, grammar, concepts and discourse. Students further develop their fluency in the language. Course content is beyond the fourth level of ASL.

SPED 318. Advanced Interpreting. 3 Hours.
This course covers advanced concepts and skills in the interpreting process. It focuses on refinement of ASL to English and English to ASL interpretation as well as ethical and practical application in the profession. Prerequisite: Students must complete SPED 316 before enrolling in this course.

SPED 320. Interpreter Certification Preparation. 1 Hour.
This course discusses various aspects of the Educational Interpreter Performance Assessment (EIPA) as well as the National Association of the Deaf-Registry of Interpreters for the Deaf national examinations.

SPED 330. Survey Of Deaf Culture. 3 Hours.
This survey course provides an overview of the rich and vibrant language and culture of individuals who are Deaf in North America.

SPED 340. Assessment in SPED. 4 Hours.
Students will learn to administer and interpret a variety of assessment instruments appropriate for diverse learners. The focus will include the use of legal provisions and ethical principles, screening, pre-referral, referral and classification practices and procedures, for individuals with exceptional learning needs. In addition, curriculum-based assessment will be used to evaluate instruction and monitor student progress. Prerequisite: SPED 110 and admission to Teacher Education.

SPED 341. Assessment in Developmental Disabilities. 4 Hours.
Students will gain knowledge in the fundamental concepts of assessment and purposes of various assessment methods in developmental disabilities. Students will also acquire skills in planning for assessment, instrument selection, administration, scoring, interpreting and reporting assessment results. Practical application of assessment skills for person centered planning is required. Prerequisite: Students must complete SPED 101 before enrolling in this course.
SPED 379. Leadership in SPED. 3 Hours.
The student will engage in service learning activities that benefit individuals with diverse learning needs, their families, and community. Students will gain leadership skills through these activities and will understand how their dispositions uphold high standards of competence and integrity. Students will focus on collaboration, partnerships, and ethical and professional practices in the field of special education. Prerequisite: Sped 110 and admission to teacher education.

SPED 410. Introduction to Learning and Emotional/Behavioral Disabilities. 3 Hours.
Students will understand the characteristics of individuals with specific learning disabilities, emotional/behavior disorders, and other common conditions such as ADD/ADHD. Students will understand prevalence, etiology, and diagnostic criteria of these disabilities as well as gain awareness of evidence based practices to support these learners. Prerequisite: Sped 110.

SPED 412. Advanced Sign Language. 3 Hours.
A course in American Sign Language that focuses on advanced levels of concept expression and dialogue for a myriad of settings. Course content is beyond the fifth level of ASL.

SPED 420. Inclusive Practices. 3 Hours.
Students will learn methods for differentiating instruction to meet the needs of a diverse range of learners in inclusive settings. Concepts of the shared model of Response to Intervention (RTI) and Universal Design for Learning (UDL) will be emphasized. A variety of co-teaching practices will be modeled within this course. In addition, collaborative partnerships with school personnel and community members for integrating individuals with exceptional learning needs will be demonstrated. Prerequisites: SPED 110 and admission to teacher education.

SPED 433. Advanced Field Experience. 4 Hours.
Advanced practical experience in interpreting and sign language.

SPED 440. Instructional Interventions for People with DD. 3 Hours.
This course is designed so students can attain knowledge of theories and research that form the basis for instructional interventions for adults with developmental disabilities. Students will learn how to develop and select instructional content and strengthen their understanding of resources and strategies for adults who require a Person Centered Plan. The course focuses on how to identify functional skills in a variety of domains, write goals and objectives, develop a task analysis, design intervention plans, collect and graph baseline and instructional data and then make data-based decisions. Prerequisite: Students must complete SPED 101 before enrolling in this course.

SPED 441. Methods for High Incidence Disabilities. 3 Hours.
Students will have knowledge of theories and research that form the basis for curriculum development and instructional practice for students identified as having high incidence disabilities. Students will develop and select instructional content with resources and strategies for students described as needing intermittent or limited levels of support. Students will learn to make responsive adjustments to lesson planning and instructional pedagogy based on assessment and data-based decision making. Students will develop and implement comprehensive individualized education programs in collaboration with various team members. Prerequisite: SPED 110 and admission to Teacher Education.

SPED 442. Methods for Low Incidence Disabilities. 3 Hours.
Students will have knowledge of theories and research that form the basis for curriculum development and instructional practice for students who have been identified as having low incidence disabilities. Students will develop and select instructional content with resources and strategies for students described as needing extensive and pervasive levels of support. Students will learn to make responsive adjustments to lesson planning and instructional pedagogy based on assessment and data-based decision making. Students will develop and implement comprehensive, annual individualized education programs in collaboration with various team members. Students will demonstrate techniques in transferring, positioning, lifting and CPI training. Prerequisite: SPED 110 and admission to Teacher Education.

SPED 444. Transition to Adult Life. 3 Hours.
Students will have knowledge in designing and using methods for assessing transition instruction for students of all ages with a special emphasis on students with a transition IEP (16-21). An emphasis on functional academics, vocational training, life and social skills development, recreation/leisure opportunities, and post-secondary training will be included. Students will understand their role in developing transitional individual education programs and how to work effectively with human services providers. Prerequisite: SPED 110 and admission to Teacher Education.

SPED 445. Collaboration in Special Education. 3 Hours.
This course examines issues and effective strategies for successful collaboration with interdisciplinary team members so students with disabilities can be included in the general education classroom. Students will understand the importance of fostering responsive, respectful, and beneficial relationships between families and professionals. Students will learn how to communicate and problem solve effectively with other team members including family members and legal guardians. Prerequisite: SPED 110 and admission to Teacher Education or Interpreting & Sign Language Studies major.

SPED 446. Interdisciplinary Teaming and Community Collaboration in Human Services. 3 Hours.
This course examines issues and effective strategies for successful collaboration with interdisciplinary team members so people with disabilities can be included in their communities and meet their personal outcomes. Students will describe the critical aspects that foster responsive, respectful, and beneficial relationships between families and professionals. Students will demonstrate how to communicate and problem solve effectively with other team members including direct support professionals, consultants, family members and legal guardians. Prerequisite: Students must complete SPED 101 before enrolling in this course.
SPED 454. Models & Strategies in Employment for People with Developmental Disabilities. 4 Hours.
Students will learn effective models and strategies of individualized employment support for individuals with developmental disabilities from high school transition through retirement. Students will learn about and apply current best practices to support employment outcomes. Prerequisite: Students must complete SPED 101 before enrolling in this course.

SPED 491. Senior Seminar in IDD. 4 Hours.
Seminar on various topics for seniors in the field of intellectual and developmental disabilities.

SPED 494. Practicum in Special Education. 4 Hours.
Students will participate in a practicum with their school partners to design, implement, and evaluate instructional practices. Prospective special educators will develop and apply knowledge, skills, and dispositions essential to the roles for which they are being prepared. Prerequisite: SPED 110 and admission to Teacher Education.

SPED 497. Externship in IDD. 8 Hours.
Students will participate in a final practicum in the field of human services and be supervised by agency personnel in a variety of adult agencies. Participating agencies include residential, vocational, recreational, social, protection, and advocacy as well as case management agencies serving adults with intellectual and developmental disabilities.

SPED 499. Special Topics in SPED. 1-8 Hour.
Research in current trends related to various topic areas in the field of special education.