SPED 445 - Deaf Education: Approaches with Older Students. (4)

Specific curriculum, assessment, and methodological approaches for teaching adolescents/young adults who are deaf or hard of hearing are reviewed. Thirty-hour practicum is required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education program upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Spring.

SPED 451: Teaching Culturally/Linguistically Diverse Students with Exceptionality

Theoretical, conceptual and pedagogical elements in culturally and linguistically responsive teaching and learning for culturally and linguistically diverse students with exceptional needs are explored.

Prerequisites: SPED/ELED 202, SPED 210, SPED 211, SPED 312, ELED 222, ELED 424, ELED 426, or consent of department chair

Offered: Fall, Spring

SPED 453: Content-Based ESL Instruction for Exceptional Students

Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners. Students adapt instruction for English language learners’ identified disabilities.

Prerequisites: SPED 451, concurrent enrollment in SPED 454, or consent of department chair

Offered: Fall, Spring

SPED 454: Practicum in Teaching Content-Based Instruction

Students put into practice the curriculum and instructional approaches for English language learners. Students integrate language, literacy, and content instruction while analyzing the adaptation of instruction for students' identified disabilities.

Prerequisites: SPED 451, concurrent enrollment in SPED 453, or consent of department chair

Offered: Fall, Spring

SPED 458 - Mathematics/Science for Students with Mild/Moderate Disabilities (4)

Students analyze mathematics and science content, tasks, frameworks, and standards for students with disabilities. Activities are designed and adapted to support mathematics and science learning at all levels of education.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, SPED 311, SPED 312, and consent of department chair. Matriculation in graduate program is required of all graduate students.

Offered: Fall, Spring.

SPED 501 - Assessment of Students with Mild/Moderate Disabilities (3)

Experienced teachers develop skill in the diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.

Prerequisite: Graduate status and SPED 300 or equivalent.

Offered: Fall (as needed).

SPED 503 - Positive Behavior Interventions: Students with Disabilities (3)

Participants apply positive behavioral intervention and supports.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program,or consent of department chair.

Offered: Fall (as needed).

SPED 505 - Oral and Written Language: Classroom Intervention (3)

The methods, techniques, and materials designed to help remediate oral and written language disorders in elementary and secondary school children with mild/moderate disabilities are studied.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program, or consent of department chair.

Offered: Fall (as needed).

**SPED 513 - Orientation to the Education of Young Children with Special Needs (3)**

The range of disabilities that manifest during the period from birth to six is examined. Emphasis is placed upon understanding characteristics, needs, medical considerations, identification, legal/ethical principles, and service approaches.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

**SPED 515 - Early Childhood Developmental Screening and Assessment (3)**

Interdisciplinary assessment procedures and development of IEPs are covered. Emphasis is placed on assessment strategies that are used to develop responsive and meaningful programs for families and children with disabilities.

Prerequisite: Graduate status, [SPED 513](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-513) or consent of program advisor.

Offered: Fall

**SPED 516 - Individualized Interventions for Young Exceptional Children (3)**

Intervention and instructional approaches to the education of young exceptional students are analyzed. Topics include effective implementation of individualized education programs, data-based individualization, and implementation of evidence-based practices.

Prerequisite: Graduate status, [SPED 513](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-513) or consent of program advisor.

Offered: Fall .

SPED 518 - Literacy Instruction: Students with Mild/Moderate Disabilities (3)

Graduate candidates select, adapt, implement, and assess reading/writing methods/materials for elementary students with mild/moderate disabilities. The focus on designing interventions that best support learning/achievement is emphasized. Thirty-hour practicum required,

Prerequisite: Matriculation in a graduate program SPED 501, or equivalents, or consent of department chair.

Offered: Spring.

SPED 519 - Professional Development for Cooperating Teachers (3)

Participants refine practices that support effective supervision and evaluation of professional practice in special education. Focus is on updates in the field of special education and resources. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

SPED 520 - Young Adults in Nonschool Settings (3)

Study includes a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings.

Prerequisite: Graduate status and SPED 300.

Offered: Summer.

SPED 524 – Literacy Instruction: Adolescents with Mild/Moderate Disabilities (4)

Graduate candidates select, adapt, implement, and assess reading/writing methods/materials for secondary students with mild/moderate disabilities. The focus on designing interventions that best support learning/achievement is emphasized. Thirty-hour practicum required.

Prerequisite: Matriculation in a graduate program, SPED 501, or equivalents, or consent of the department chair.

Offered: Spring.

SPED 525 - Development of Communication and Movement (3)

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SPED 526 - Assessment, Curriculum, Methods for Children with Multiple Disabilities (3)

Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.

Prerequisite: Graduate status, SPED 300 and SPED 520.

Offered: Spring (even years).

**SPED 531 – Overview of Special Education: Policies/Practices (3)**

Review of special education policies/practices will be addressed. General educators will explore teaching strategies, legal/ethical implications, while learning the impact of biases on students/families with exceptionalities in educational settings.

Prerequisite: Admission to and retention in a graduate program; or consent of department chair.

Offered: Fall, Spring, Summer.

**SPED 533 –Special Education: Practical Applications (3)**

Primary learner characteristics will guide lesson planning, instruction, and assessment to address the strength/needs of students with exceptionalities.

Prerequisite: Admission to and retention in a graduate program; successful completion of SPED 531 or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 534 - Involvement of Parents and Families Who Have Children with Disabilities (3)

The problems, attitudes, and roles of parents and other significant persons in the lives of children with disabilities are examined. Special education teachers and other educators develop techniques for professional and parent interaction.

Prerequisite: Matriculation in a graduate program or consent of department chair.

Offered: Fall, Spring.

SPED 544 - Families in Early Intervention Programs: Essential Roles (3)

Emphasis is on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed.

Prerequisite: Concurrent enrollment with SPED 669. graduate status or consent of department chair.

Offered: Fall.

SPED 545 - Assistive Technology in the Classroom (3)

Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied activities and materials.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

**SPED 551 - Introduction to Multicultural Special Education (3)**

Students study national/state regulations governing English-language learners and how they shape practices, and explore theoretical and pedagogical elements in culturally responsive teaching and learning for emergent bilinguals with exceptional

Prerequisite: Graduate status or consent of department chair.

Offered: Summer (annually).

**SPED 552 - Dual Language Acquisitions and Intervention (3)**

Students examine linguistic structure and theories of first/second language acquisitions with consideration of disability, explore assessment procedures for distinguishing language differences from disorders, and learn linguistic intervention techniques.

Prerequisite: Graduate status, certification in special education, or consent of department chair.

Offered: Annually.

SPED 553 - Content-Based ESL Instruction for Exceptional Students (3)

Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for emergent bilinguals with and without disabilities, while analyzing the adaptation of instruction for students' identified disabilities.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, [SPED 552](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), or consent of department chair.

Offered: Annually.

**SPED 554 - Linguistics and Curriculum for Exceptional Bilinguals (3)**

Students examine the nature of linguistics and English language structure; study language curriculum design theories, approaches and development; and adapt curriculum and instruction for emergent bilinguals with exceptional needs.

Prerequisite: Graduate status, certification in special education, SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), or consent of department chair.

Offered: Annually.

**SPED 555 - Literacy for Emergent Bilinguals with Exceptionalities (4)**

Students study instructional practices in language and literacy instruction and assessment of emergent bilinguals; examine relationships among oral language, reading, writing, and content-area learning; and plan and implement literacy instruction.

Prerequisite: Graduate status, certification in special education, SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), [SPED 552](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), SPED 554,or consent of department chair.

Offered: Annually.

**SPED 557 - Assessing Emergent Bilinguals with Disabilities (3)**

Students examine policies and practices in assessing emergent bilinguals; gain skills in evaluating language, academics, and behavioral/social/emotional needs of emergent bilinguals with disabilities; and create culturally/linguistically responsive IEPs.

Prerequisite: Graduate status, certification in special education, SPED 451 or [SPED 551](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-551), [SPED 552](http://ric.smartcatalogiq.com/en/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-552), SPED 554, or consent of department chair.

Offered: Annually.

SPED 561 - Understanding Autism Spectrum Disorders (3)

The learning style and characteristics of autism spectrum disorders are examined. Techniques are developed for understanding and working with persons who have an autism spectrum diagnosis and their families.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (as needed).

SPED 562 - Practicum I in Autism (1)

The focus of this practicum is to conduct needs assessments of district capacity to meet the needs of students with autism. A district-based professional development plan is also developed.

Prerequisite: Graduate status and concurrent enrollment in SPED 561, or consent of department chair.

Offered: Summer (as needed).

SPED 563 - Curriculum and Methodology: Students with Autism (3)

Using the general education curriculum as a basis for learning, techniques are developed to support students with autism. Student strengths are matched with evidence-based practice.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 564 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

SPED 564 - Building Social and Communication Skills (3)

The core social and communication deficits of autism are explored. Students learn to conduct specific assessments and to create individualized social and communication supports using evidence-based practices.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

SPED 565 - Practicum II in Autism (1)

Concepts and skills are applied to students with autism in their classrooms. Student supports in communication, social skills, and curriculum adaptation are evaluated through on-site classroom observation.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 564; or consent of department chair.

Offered: Summer (as needed).

SPED 566 - Autism and Positive Behavior Supports (3)

Participants use functional behavioral analysis to understand the unique behaviors of students with autism and the use of effective intervention.

Prerequisite: Graduate status, SPED 563, SPED 564, and SPED 565, or consent of department chair.

Offered: Fall (as needed).

SPED 606 - Leading Special Education I: Administration (3)

Emphasis is placed on school and community planning for children with disabilities and their families.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed

SPED 607 - Leading Special Education II: Legal and Financial Aspects (3)

Emphasis is placed on federal/state laws, policies, procedures, and funding that govern/support special education programs/provisions for students with disabilities and their families. Field-based work is required.

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

SPED 608 - Leading Special Education III: Program Development and Organization (4)

Emphasis is placed on the development of programs that promote access, opportunity, and positive outcomes for students with disabilities and their families. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

SPED 609 - Leading Special Education IV: Program Evaluation (4)

Emphasis is on the efficacy and impact of programs developed to best support the academic, social, and emotional needs of students with disabilities. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of the department chair.

Offered: As needed.

**SPED 615 - Assessment Practicum: Early Childhood Special Education (1)**

Students evaluate the development, strengths, and needs of young students with disabilities. Students select, administer, and interpret assessments and write individual educational plans. 30 practicum hours.

Prerequisite: Graduate status, [SPED 513](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-513), concurrent enrollment with SPED 515, or consent of program advisor.

Offered: Fall

**SPED 616: Intervention Practicum: Early Childhood Special Education (1)**

Students utilize assessment to guide intervention and monitor progress for young students with disabilities. Evidence-based intervention techniques are applied in classroom settings. 30 practicum hours.

Graduate status, [SPED 513](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/500/SPED-513), concurrent enrollment with SPED 516, or consent of program advisor.

Offered: Fall

SPED 648 - Interpreting and Developing Research in Special Education (3)

Emphasis is placed on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the student in the formulation of an original research and evaluation project.

Prerequisite: Matriculation into a graduate program.

Offered: Fall.

SPED 651 - Language Development Practicum-Exceptional Bilingual Students (1)

Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education and concurrent enrollment in SPED 552, or consent of department chair.

Offered: Annually.

SPED 652 - Literacy Practicum-Exceptional Bilingual Students (1)

Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 451 or SPED 551, SPED 552; concurrent enrollment in SPED 555; or consent of department chair.

Offered: Annually.

SPED 653 - Assessment Practicum-Exceptional Bilingual Students (1)

Students evaluate the linguistic, academic, and behavioral abilities of selected English language learners with disabilities. Students select, administer, and interpret multifaceted assessments and write individual educational plans. 17 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 555, SPED 652; and concurrent enrollment in SPED 557; or consent of department chair.

Offered: Annually.

SPED 654 - Internship in Urban Multicultural Special Education (3)

Students are supervised to provide instruction and services to emergent bilinguals with exceptionalities. They conduct assessments, design and implement curriculum, provide interventions, and collaborate with professionals and parents.

Prerequisite: Graduate status, certification in special education; SPED 451 or 551, SPED 552, SPED 453&454 or SPED 553, SPED 554, SPED 555, SPED 55, or consent of department chair.

Offered: Fall, Spring, Summer.

**SPED 655 - Capstone Study in Urban/Multicultural Special Education**

Under faculty supervision, students apply knowledge, skills and dispositions acquired through the program study to conduct a capstone portfolio. They present their capstone portfolios to faculty and peers for feedback.

Prerequisite: Graduate Status, SPED 454 or 551, SPED 552, SPED 453&454 or SPED 553, SPED 554, SPED 555, SPED 557, SPED 654, program foundation courses.

Offered: Fall, Spring, Summer

SPED 662 - Internship in the Elementary School (6)

The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a special education program.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall, Spring.

SPED 664 - Internship at the Middle Grades or Secondary Level (6)

Interns evaluate, plan for, and teach adolescents with mild/moderate disabilities at the middle grades or secondary level. A 12- to 14-week full-time internship is expected.

Prerequisite: Consent of graduate program advisor or department chair.

Offered: Fall, Spring.

SPED 665 - Teaching Internship in Severe Intellectual Disabilities (6)

The intern is required to evaluate, plan for, and teach students with severe intellectual disabilities in a school environment. The internship is a full-time, 12 week experience.

Prerequisite: Graduate status and consent of program advisor.

Offered: Fall, Spring.