

SPECIAL EDUCATION (SPED)

SPED 200 Introduction to Special Needs Lab Credits: 1

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. This is intended for transfer students who need an introductory field experience. This is equivalent to the SPED 290 lab, which is 15 hours.
Fall: Department Discretion **Spring:** Department Discretion **Summer:** Department Discretion
 Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00176470/>)

SPED 286 Special Topics Credits: 1-4

A study of more advanced topics in special education not normally provided as part of the curriculum.
 Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002573/>)

SPED 290 Introduction to Special Needs and Lab Credits: 3

This course provides information on the various exceptionalities and facilitates understanding of the basic special needs education services provided to children with disabilities, and includes gifted and talented. Topics include federal and state mandates, planning with parents, team approaches, teaching methodologies, and curriculum modifications and adaptations. A portfolio, reflective journal, and field experience will assist students in valuing diversity and inclusion.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002574/>)

SPED 400 Field Experience in Special Education Credits: 0-2

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. The number of contact hours will be based on the credits taken. This is intended for transfer students who need an introductory field experience or for students taking the special education core and need a one credit companion field experience. This lab may be taken only once for no credit as an undergraduate or twice for one credit (undergraduate or graduate) in different settings.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002575/>)

SPED 423 Positive Classroom & Behavior Mgmt Strategies for SPED Classroom & Lab Credits: 3

The Positive Classroom and Behavior Management Strategies for the Special Education Classroom course will focus on specific classroom management styles congruent with inclusive and culturally responsive classrooms. It will also focus on learning strategies to effectively manage and teach students who exhibit high behavioral needs in a proactive, positive manner. Teacher candidates cooperatively plan and teach content and skill objectives during a field experience/lab in a birth - age 21 setting with diverse learners.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00215825/>)

SPED 430 Foundations in Mild to Moderate Disabilities Credits: 3

This course provides the characteristics and educational programming for mild to moderate disabilities, including emotional behavior disorders, learning disabilities, developmental cognitive disabilities, autism spectrum disorders, traumatic brain injuries, and other health disorders.
Pre-Requisite : SPED 290 OR EDSP 290 and sophomore status.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002739/>)

SPED 440 Assessment & Educational Planning & Lab Credits: 4

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

Pre-Requisite : SPED 290 OR EDSP 290 and junior status.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154998/>)

SPED 443 Diseases and Disorders in Childhood Credits: 3

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

Pre-Requisite : SPED 290 OR EDSP 290

Fall: Department Discretion **Spring:** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203593/>)

SPED 450 Curriculum Design & Implementation in Special Education Credits: 3

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

Pre-Requisite : SPED 290 OR EDSP 290 and sophomore status.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002742/>)

SPED 459 Professional Development & Action Research Credits: 1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience.

Pre-Requisite : ED 458

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00199836/>)

SPED 459L Pre-Student Teaching Experience Credits: 0-1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their pre-student teaching experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00199839/>)

SPED 460 Positive Behavior Support in Special Education Credits: 3

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

Pre-Requisite : SPED 290 OR EDSP 290 and sophomore status.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002744/>)

SPED 465 Advanced Practicum Credits: 6

This course is intended for licensed teachers seeking an additional licensure or endorsement. Candidates need to complete a minimum of 80 hours in the scope and content of the licensure area sought. Advanced Practicum candidate hours and grade bands will be determined by the evaluation of practicum candidate experience.

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00215811/>)

SPED 466 Student Teaching K-12 Special Education Credits: 12

Supervised semester long field experience, required for K-12 Special Education licensure fields, in kindergarten - Grade 12 classrooms, evaluated by a classroom supervisor and a University supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference. Admission to Teacher Education program required.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154996/>)

SPED 467 Advanced Student Teaching in Special Education Credits: 6

This course is intended for students who are not yet licensed but who are completing the requirements for a second or third, etc., licensure field. Additional weeks of supervised practice teaching in the area of Special Education in an elementary and/or secondary school setting.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00211506/>)

SPED 468 Special Education Student Teaching for the PASP Program I Credits: 6

This is the first half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least one grade band.

Fall: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00184795/>)

SPED 469 Special Education Student Teaching for the PASP Program II Credits: 6

This is the second half of a year-long student co-teaching model for the non-conventional ABS program (ABS). The requirements for the ABS special education teacher candidate are in addition to the expectations found within the SMSU Student Teaching Manual. The year of student co-teaching is one aspect that makes this innovative approach a non-conventional ABS licensure program. Each University Supervisor will review the activities with the teacher candidate and classroom mentor(s) to decide what is appropriate in specific classrooms and settings. All special education teacher candidates are expected to self-assess their own progress throughout the experience, as well as conference with their classroom mentor(s) and university supervisor(s) to monitor professional development. Satisfactory clinical experiences and related assignments complete the requirement to teach students that are classified with diverse disabilities at the mild-moderate level in at least two grade bands.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00184796/>)

SPED 470 Collaboration in Educational Settings Credits: 2-3

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

Pre-Requisite : SPED 290 OR EDSP 290 and sophomore status.

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00224060/>)

SPED 480 Procedural Safeguards in Special Education Credits: 3

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

Pre-Requisite : SPED 290 OR EDSP 290 and junior status.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002733/>)

SPED 481 Compliant Practices in IEP Writing Credits: 3

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

Pre-Requisite : SPED 290 OR EDSP 290

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203594/>)

SPED 485 Autism Spectrum Disorders:Issues & Needs Credits: 3

This course provides an overview of autism spectrum disorders for individuals from birth through age 21. Identification and legal requirements, current theories and practices, medical and neurological perspectives, social/behavioral characteristics, and coexisting conditions will be studied with an understanding that educators rely on the assistance of a partnership with parents.

Pre-Requisite : SPED 290 OR EDSP 290 and sophomore status.

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002626/>)

SPED 486 Special Topics Credits: 1-4

A study of more advanced topics in special education not normally provided as part of the curriculum.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002581/>)

SPED 490 Trends & Traditions in Special Education Credits: 1

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00178058/>)

SPED 494 Independent Study Credits: 1-4

This course allows students to do an in-depth, independent exploration of a topic for a better understanding in the field of Special Education.

Fall: Department Discretion **Spring:** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002582/>)

SPED 499 Internship Credits: 1-6

This course involves on-the-job experience. It requires discussion of experience and problems with internship advisor, as well as significant oral and written reports summarizing the learning involved in the field of Special Education.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002583/>)

SPED 500 Field Experience in Special Education Credits: 1-8

This course is intended to provide a field experience in integrated special education settings and aid the student in valuing diversity and inclusion. The number of contact hours will be based on the credits taken. This is intended for transfer students who need an introductory field experience or for students taking the special education core and need a one credit companion field experience. This lab may be taken only once for no credit as an undergraduate or twice for one credit (undergraduate or graduate) in different settings.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002584/>)

SPED 530 Foundations in Mild to Moderate Disabilities Credits: 3

This course provides the characteristics and educational programming for mild to moderate disabilities, including emotional behavior disorders, learning disabilities, developmental cognitive disabilities, autism spectrum disorders, traumatic brain injuries, and other health disorders.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154293/>)

SPED 540 Assessment & Educational Planning & Lab Credits: 4

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00160376/>)

SPED 543 Diseases and Disorders in Childhood Credits: 3

This course focuses on understanding the medical diseases and disorders of childhood ages birth through 18 and the implications and potential impacts of these diseases and disorders on student learning. This course is designed to provide relevant knowledge and skills needed to work with children with physical and health disorders, including knowledge of medical terminology, human anatomy and physiology, pharmacology, kinesiology, neurology, secondary health care issues with specific disabilities, specific condition needs, managing personal physical care, first aid techniques, and evacuation procedures.

Fall: Department Discretion **Spring:** Department Discretion

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203642/>)

SPED 550 Curriculum Design & Implementation in Special Education Credits: 3

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities.

Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002743/>)

SPED 559 Professional Development & Action Research Credits: 1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their Pre-Student Teaching Experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204636/>)

SPED 559L Pre-Student Teaching Experience Credits: 0-1

This required course will help the teacher education student begin a plan for professional development. A portfolio will be an ongoing project for the course, as well as discussions and activities related to preparing for the teaching profession. Students taking the course will complete their pre-student teaching experience.

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00204637/>)

SPED 560 Positive Behavior Support in Special Education Credits: 3

A course in theories of behavior, functional behavior assessment, and the laws, policies, and ethical principles regarding the planning and implementation of positive behavior supports for students with challenging behavior.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002745/>)

SPED 565 Advanced Practicum Credits: 6

This course is intended for licensed teachers seeking an additional licensure or endorsement. Candidates need to complete a minimum of 80 hours in the scope and content of the licensure area sought. Advanced Practicum candidate hours and grade bands will be determined by the evaluation of practicum candidate experience.

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00215826/>)

SPED 566 Special Education ABS Student Teaching K-12 Credits: 6

Supervised 15-week long field experience, required for initial K-12 Special Education: Academic Behavioral Strategist, in Kindergarten - Grade 12 classrooms, evaluated by a classroom supervisor and a University Supervisor. Students demonstrate Teacher Education program outcomes and present a portfolio at a final conference. Instructor Permission Required.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00210931/>)

SPED 567 Special Education Advanced Student Teaching Credits: 6

This course is intended for candidates seeking more than one initial licensure. Candidates need to complete a minimum of two full-time student teaching weeks in the scope and content of the licensure area sought.

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00228647/>)

SPED 570 Collaboration in Educational Settings Credits: 3

An understanding of the issues, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, the school, and all stakeholders in regular and special education settings. This includes professional reflection and development. The role of mental health professionals and agencies is included.

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002736/>)

SPED 580 Procedural Safeguards in Special Education Credits: 3

Procedural safeguards for legal, judicial, medical, and educational systems that serve students with disabilities are studied, which includes due process and transition.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002734/>)

SPED 581 Compliant Practices in IEP Writing Credits: 3

This course will explore in depth the components of Individualized Education Programs (IEPs). Students will gain experience in writing all components of IEPs and as well as evaluate IEPs for compliance and best practice.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203641/>)

SPED 585 Autism Spectrum Disorders: Issues & Needs Credits: 3

This course provides an overview of autism spectrum disorders for individuals from birth through age 21. Identification and legal requirements, current theories and practices, medical and neurological perspectives, social/behavioral characteristics, and coexisting conditions will be studied with an understanding that educators rely on the assistance of a partnership with parents.

Fall: All Years **Spring:** All Years **Summer:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002627/>)

SPED 586 Special Topics Credits: 1-4

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002591/>)

SPED 590 Trends & Traditions in Special Education Credits: 1

This course is intended to provide elective forums on topics of current importance in the field of special education as well as traditional and longstanding topics and methods in SPED.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00178046/>)

SPED 610 ASD Professional Planning and Assessment Credits: 2

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Autism Spectrum Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192829/>)

SPED 611 DD Professional Planning and Assessment Credits: 2

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Developmental Delay. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192845/>)

SPED 613 EBD Professional Planning and Assessment Credits: 2

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Emotional Behavioral Disorders. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192846/>)

SPED 614 LD Professional Planning and Assessment Credits: 2

Students create a Live Text portfolio to reflect their professional growth and development in Special Education: Learning Disabilities. The portfolio is the accumulation of artifacts and written reflections they have collected throughout the course work taken and practicum experiences they have completed.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00192847/>)

SPED 620 Characteristics of Students with Learning & Behavior Disorders Credits: 3

This course covers the etiology and characteristics of children and youth with learning and behavior disorders. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students.

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002593/>)

SPED 621 Access and Support for Ind. with Moderate to Severe Dev. Disabilities Credits: 3

An examination of the best practices and procedures for meeting the developmental and learning needs of children and youth with developmental disabilities, including appropriate medical support and adaptive, augmentative, and/or assistive technologies.

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00155861/>)

SPED 623 Characteristics of Students with Moderate to Severe EBD Credits: 3

A study of the behavior of children and youth with emphasis on the diagnosis and modification of behaviors, intervention and reintegration strategies, and follow-up techniques in instructional settings.

Summer Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154866/>)

SPED 624 Characteristics of Students with Moderate to Severe Learning Disabilities Credits: 3

This course covers the etiology and characteristics of children and youth with Moderate to Severe Learning Disabilities. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students and the collaboration needed for student success.

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154867/>)

SPED 625 Applied Research and Assessment in Education Credits: 3

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182458/>)

SPED 626 Research: Project Design Credits: 3

Students identify an issue of interest to their professional development. The issue may include, but is not limited to, instructional, organizational, or community processes related to their practice or content area. Students develop a research project designed to improve, implement or understand the issue identified. Admission to Special Education Graduate Program is required.

Pre-Requisite : SPED 625

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182459/>)

SPED 627 Research Project Implementation Credits: 2

Students implement and complete their research project

Spring: All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154864/>)

SPED 641 Life Span Learning & Outcomes for Individuals w/ Mod to Severe Dev Disabil Credits: 3

A study of the cognitive, social, motor, communication, and affective behavior and needs of children, youth, and adults with moderate to severe developmental disabilities, including transition needs and independent living, safety, leisure, and vocational programming.

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00154919/>)

SPED 642 Programming & Assessment in Early Childhood Programming for ECSE: Birth to 6 Credits: 3

Current research and recommended practices for early intervention will guide the study of the methods and materials employed with infants and young children, birth through age 6.

Summer All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00155864/>)

SPED 643 Behavior Management & Teaching Strategies Credits: 3

A study of the behavior of children and youth with emphasis on the diagnosis and modification of behaviors, intervention and reintegration strategies, and follow-up techniques in instructional settings.

Summer Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002600/>)

SPED 644 Teaching & Achievement Strategies for Learning Disabilities Credits: 3

A study of the theories, content, methods, and materials for delivery of instruction for students with learning disabilities and differences. Procedures to deliver individualized instruction, develop and/or modify instructional materials, and adapt to various instructional models are developed and practiced.

Summer Even Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002601/>)

SPED 670 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 1-3 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across level 1 to 3 (mild to moderate disability levels).

Pre-Requisite : SPED 686 OR SPED 687 OR SPED 688

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182807/>)

SPED 673 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 1-3 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across level 1 to 3 (mild to moderate disability levels).

Pre-Requisite : SPED 620

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182790/>)

SPED 674 LD: Practicum in Learning Disabilities in grades K-12, Levels 1-3 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 1 to 3 (mild to moderate disability levels).

Pre-Requisite : SPED 620

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182703/>)

SPED 680 ASD: Practicum in Autism Spectrum Disorders Birth-Age 21, Levels 3-4 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the ASD standards through a variety of early and ongoing clinical experiences in teaching children with autism spectrum disorders in birth through age 21 settings across levels 3 to 4 3 (moderate to severe disability levels). Students must be enrolled in or have successfully completed one of the following courses: SPED 686, SPED 687, or SPED 688

Pre-Requisite : SPED 686 OR SPED 687 OR SPED 688

Fall: All Years **Spring:** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182702/>)

SPED 681 DD: Practicum in Developmental Disabilities: K-12, levels 3-4 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the DD standards through a variety of early and ongoing clinical experiences in teaching children with developmental disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00203660/>)

SPED 683 EBD: Practicum in Emotional/Behavioral Disorders in grades K-12, Levels 3-4 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the EBD standards through a variety of early and ongoing clinical experiences in teaching children with emotional/behavioral disorders in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

Pre-Requisite : SPED 620

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00182657/>)

SPED 684 LD Practicum in Learning Disabilities in grades K-12, Level 3-4 Credits: 3

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice and apply the LD standards through a variety of early and ongoing clinical experiences in teaching children with learning disabilities in grades K-12 settings across levels 3 to 4 (moderate to severe disability levels).

Pre-Requisite : SPED 620

Fall: All Years **Spring:** All Years **Summer** All Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00185224/>)

SPED 686 Autism Spectrum Disorders: Assessment & Programming Credits: 3

This course covers assessment, eligibility criterion, programming, and transition plans for individuals with ASD. Generalization of skills to natural environments is included.

Summer Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002630/>)

SPED 687 Autism Spectrum Disorders: Communication & Social Skills Credits: 3

This course covers the communication needs and supports for individuals with ASD and their relationship to social skill development. The impact of cultural and linguistic diversity is included.

Summer Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002628/>)

SPED 688 Autism Spectrum Disorders: Behavioral & Instructional Strategies Credits: 3

This course covers factors that affect behavior in individuals with ASD. This includes research-based methods, proactive strategies, and positive behavioral supports. Includes a field experience.

Summer Odd Years

Course Outline (<https://eservices.minnstate.edu/registration/rest/rcld/0075/curricld/00002629/>)