

Special Education (SPED)

Courses

SPED 3843. Introduction to Learning and Behavior Analysis. 3 Hours.

This course provides information on: (a) the philosophical assumptions and principles of behavior analysis; (b) systems, processes, and concepts of the experimental and applied behavior analysis; and (c) the ethical and legal issues in its use.

SPED 3863. Applications of Behavior Change Procedures. 3 Hours.

Course content includes (a) information on behavior change procedures; (b) activities designed to acquire skill in developing and evaluating behavioral change programs; and (c) information and activities designed to acquire skills in providing and monitoring persons and systems providing support. Legal and ethical standards will be reviewed and applied to the course content. Prerequisite: SPED 3843.

SPED 3893. Field Experience in Applied Behavior Analysis. 3 Hours.

Supervised field experience in program, schools, and other settings using the methodology of applied behavior analysis. Prerequisite: SPED 3843. May be repeated for up to 9 hours of degree credit.

SPED 4173. Introduction to Dyslexia: Literacy Development and Structure of Language. 3 Hours.

This course focuses on the assessment of students with disabilities, literacy development, skills & intervention. Students will utilize foundational concepts of oral and written language including the structure of language to assess student's difficulties and plan appropriate instruction. Techniques discussed include informal observation, miscue analysis, multisensory teaching, and portfolio assessment. Prerequisite: Admission to SPED program.

SPED 4413. ABA and Classroom Management for Teachers. 3 Hours.

Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports.

SPED 4423. Technology for the Inclusive Classroom. 3 Hours.

A study of the use of instructional and assistive/augmentative technology for students with learning differences and special learning needs.

SPED 4433. Curriculum Development and Instructional Planning. 3 Hours.

Study of the research base for the design and adaptation of curriculum and instructional strategies for students with disabilities in general and special classrooms.

SPED 4443. Career Development and Transition Planning for Students with Disabilities. 3 Hours.

A study of career development theory and the research-based strategies for evaluating, planning, and implementing transition programs for students with disabilities.

SPED 4453. Assessment of Students with Disabilities. 3 Hours.

A study of the methods and techniques of the assessment of children in all areas of exceptionality with emphasis on diagnosis, classification, and tracking progress.

SPED 4463. Teaching Students with Significant Disabilities. 3 Hours.

A study of methods and materials for teaching students (K-12) with severe disabilities, including severe mental retardation, serious emotional disturbance, other health impairments, multiple disabilities, and severe physical disabilities.

SPED 4473. Teaching Students with Disabilities in Math and Science. 3 Hours.

A study of content, methods, and materials for teaching mathematics and science to students with diverse learning needs and how to adapt curriculum to meet diverse needs.

SPED 4483. Teaching Literacy Skills to Students with Disabilities. 3 Hours.

This course will offer a detailed study of how to systematically and explicitly teach essential reading skills to students with disabilities or those at-risk for learning difficulties.

SPED 4493. Introduction to Students with Autism Spectrum Disorder. 3 Hours.

The purpose of this course is to develop an understanding of autism spectrum disorders, understand the unique characteristics as they apply to the context of the classroom, be able to design an appropriate classroom setting, and use evidence based teaching practices for students with autism spectrum disorders.

SPED 4538. Special Education Internship - Kindergarten through 6th Grade. 8 Hours.

Provides the opportunity to focus demonstrating and refining teaching skills through a teaching internship in special education grades K-6 grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 4543. Corequisite: SPED 4543.

SPED 4543. Special Education Seminar - Kindergarten through 6th Grade. 3 Hours.

Provides the opportunity to focus on issues encountered in the teaching internship in special education grades kindergarten through sixth grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 4538. Corequisite: SPED 4538.

SPED 4553. Special Education Research - Kindergarten through 6th Grade. 3 Hours.

Designing, conducting and applying research to improve classroom instruction in special education (K-6).

SPED 4568. Special Education Teaching Internship - 7th through 12th Grade. 8 Hours.

Provides the opportunity to focus demonstrating and refining teaching skills through a teaching internship in special education grades 7-12 grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 4573. Corequisite: SPED 4573.

SPED 4573. Special Education Seminar - 7th through 12th Grade. 3 Hours.

Provides the opportunity to focus on issues encountered in the teaching internship in special education grades seventh through twelfth grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 4568. Corequisite: SPED 4568.

SPED 4583. Special Education Research - 7th through 12th Grade. 3 Hours.

Designing, conducting and applying research to improve classroom instruction in special education (7-12).

SPED 5143. Teaching Communication Skills to Persons with Autism. 3 Hours.

This course focuses on classroom and teaching strategies for the development of communication skills with students who have autism spectrum disorders. Students will learn the characteristics of typical language development, atypical language development in autism, functional communication training and behavior analytic approaches to teaching communication. Prerequisite: Admission to the Graduate School.

SPED 5173. Introduction to Dyslexia: Literacy Development & Structure of Language. 3 Hours.

This course focuses on the assessment of students with disabilities, literacy development, skills and intervention. Students will utilize foundational concepts of oral and written language including the structure of language to assess students' difficulties and plan appropriate instruction. Techniques discussed include informal observation, miscue analysis, multisensory teaching, and portfolio assessment. Prerequisite: Admission to graduate school.

SPED 532V. Practicum in Special Education. 1-6 Hour.

Supervised field experiences in special education programs, schools, institutions, and other facilities for exceptional children.

SPED 5413. ABA and Classroom Management for Teachers. 3 Hours.

(Formerly SPED 4413.) Students in this course will develop an understanding of the basic principles of Applied Behavior Analysis (ABA) and learn how to implement these principles across a Positive Behavior Support Model. Intervention plans include development of individual supports, classroom management supports, and whole school behavior supports. Graduate degree credit will not be given for both SPED 4413 and SPED 5413.

SPED 5423. Technology for the Inclusive Classroom. 3 Hours.

(Formerly SPED 4423.) A study of the use of instructional and assistive/augmentative technology for students with learning differences and special learning needs. Graduate degree credit will not be given for both SPED 4423 and SPED 5423.

SPED 5433. Curriculum Development and Instructional Planning. 3 Hours.

(Formerly SPED 4433.) Study of the research base for the design and adaptation of curriculum and instructional strategies for students with disabilities in general and special classrooms. Graduate degree credit will not be given for both SPED 4433 and SPED 5433.

SPED 5443. Career Development and Transition Planning for Students with Disabilities. 3 Hours.

(Formerly SPED 4443.) A study of career development theory and the research-based strategies for evaluating, planning, and implementing transition programs for students with disabilities. Graduate degree credit will not be given for both SPED 4443 and SPED 5443.

SPED 5463. Teaching Students with Significant Disabilities. 3 Hours.

(Formerly SPED 4463.) A study of methods and materials for teaching students (K-12) with severe disabilities, including severe mental retardation, serious emotional disturbance, other health impairments, multiple disabilities, and severe physical disabilities. Graduate degree credit will not be given for both SPED 4463 and SPED 5463.

SPED 5483. Teaching Literacy Skills to Students with Disabilities. 3 Hours.

(Formerly SPED 4483.) This course will offer a detailed study of how to systematically and explicitly teach essential reading skills to students with disabilities or those at-risk for learning difficulties. Graduate degree credit will not be given for both SPED 4483 and SPED 5483.

SPED 5493. Introduction to Students with Autism Spectrum Disorder. 3 Hours.

(Formerly SPED 4493.) The purpose of this course is to develop an understanding of autism spectrum disorders, understand the unique characteristics as they apply to the context of the classroom, be able to design an appropriate classroom setting, and use evidence based teaching practices for students with autism spectrum disorders. Graduate degree credit will not be given for both SPED 4493 and SPED 5493.

SPED 5543. Dyslexia Teaching Practicum. 3 Hours.

Provides the opportunity to demonstrate and refine teaching skills with dyslexic students and others with literacy learning disabilities through case studies and structured multi-sensory teaching of reading and writing skills with grades k-12 while simultaneously developing a professional portfolio. A minimum of 82 hours of field experiences with dyslexic students is required.

SPED 5633. Curriculum Development and Instructional Planning. 3 Hours.

Study of the research base for the design and adaptation of curriculum and instructional strategies for students with disabilities in general and special classrooms.

SPED 5643. Individual Diagnostic Testing. 3 Hours.

A study of various individual diagnostic tests used to identify students with disabilities and develop individual educational programs. Prerequisite: Admission to Graduate School.

SPED 5653. Individual Intelligence Testing. 3 Hours.

A study of various individual intelligence tests, including the Wechsler series, and their use in schools to identify students with disabilities. Prerequisite: Admission to Graduate School.

SPED 5663. Teaching Science and Math to Students with Disabilities. 3 Hours.

A study of content, methods, and materials for teaching science and math courses to students with diverse learning needs and how to adapt curriculum to meet diverse needs. Prerequisite: Admission to graduate school.

SPED 5673. Teaching Students with Disabilities in the Content Areas. 3 Hours.

A study of content, methods, and materials for teaching content courses to students with diverse learning needs (K-12).

SPED 5683. Teaching Literacy Skills to Students with Disabilities. 3 Hours.

This course will offer a detailed study of how to systematically and explicitly teach essential reading skills to students with disabilities or those at-risk for learning difficulties.

SPED 5713. Career Development and Transition for People with Disabilities. 3 Hours.

This is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of the transition process for students with disabilities including transition plan development, work based learning opportunities, developing skills in self-advocacy and self-determination using evidence based practices, family engagement, collaborative program planning and evaluation.

SPED 5733. Inclusive Practices for Diverse Populations. 3 Hours.

An advanced study of the characteristics of persons with exceptional learning needs and the provision of appropriate instruction in the general education classroom including the use of current technologies including instructional media, social networking, and other educational technologies. Prerequisite: Graduate standing.

SPED 5743. Teaching Persons With Physical and Health Disabilities. 3 Hours.

This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of the characteristics, needs, and methods for teaching of persons with physical and health disabilities while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas. Prerequisite: Graduate standing.

SPED 5753. Nature and Needs of Persons with Serious Emotional Disorders. 3 Hours.

A survey of the educational, psychological, and social characteristics of individuals with serious emotional disorders. Four major categories of behaviors (personality disorders, pervasive developmental disorders, and learning/behavior disorders) are reviewed in relationship to identification, assessment, and program intervention within the public school setting. Prerequisite: CIED 3023.

SPED 5763. Teaching Individuals with Severe Disabilities. 3 Hours.

Methods and materials for teaching students with severe disabilities, including severe mental retardation, serious emotional disturbance, and severe physical disabilities.

SPED 5773. Methods for Young Children with Disabilities. 3 Hours.

This course is one of the substantive core courses required of all students being recommended for the P-4 Instructional Specialist license. The Scholar-Practitioner Model at this level provides an introduction to the education of young children with special learning needs and a foundation for the developing professional.

SPED 5783. Professional and Family Partnerships. 3 Hours.

This course is an advanced course at the master's level in the specialty studies. The Scholar Practitioner model at this level will pursue an in-depth study of family-school partnerships from early childhood through the transition to adulthood while emphasizing advance learning in the specialty studies and the social and behavioral studies in the substantive areas. Prerequisite: Admission to graduate school.

SPED 5873. Assessment and Programming for Students with Disabilities. 3 Hours.

Methods and techniques of assessment of children in all areas of exceptionality with emphasis on diagnosis and classification.

SPED 5883. Research in Inclusive Education. 3 Hours.

Review of research in inclusive education including all areas of exceptionality and English language learners with emphasis on research-based practices.

SPED 5893. Organization, Administration and Supervision of Special Education. 3 Hours.

Procedures, responsibilities and problems of organization, administration, and supervision of special education programs.

SPED 599V. Special Topics. 1-6 Hour.

Discussion and readings on selected topics in special education. Special focus on recent and emerging topics in special education. Prerequisite: Admission to Graduate School and Special Education graduate program. May be repeated for up to 6 hours of degree credit.

SPED 605V. Independent Study. 1-6 Hour.

Advanced studies on potential research topics for graduate students in special education. Prerequisite: Admission to the Graduate School and instructor consent. May be repeated for up to 6 hours of degree credit.

SPED 6403. Emerging Issues in Special Education. 3 Hours.

A study in the complex issues with which professionals in the field of special education must be familiar and prepared to address.

SPED 641V. Special Topics in Special Education. 1-3 Hour.

Discussion and advanced studies on select topics in special education. Specific focus will include evidence-based and emerging practices in special education.

SPED 6423. Philosophical and Sociological Bases of Special Education. 3 Hours.

A study of the basic philosophical and sociological bases for current practices in special education.

SPED 6433. Legal Aspects of Special Education. 3 Hours.

A study of litigation and legislation in special education, federal and state laws and court cases, and due process hearings.

This course is cross-listed with EDLE 6433.

SPED 6453. Human Performance Improvement. 3 Hours.

This course is an introduction to Human Performance Technology, a rapidly growing field that applies the principles, methods, and empirical generalizations of Behavior Analysis to improving human performance in organizations. Working from a theoretical basis, students will learn how to diagnose performance discrepancies in organizational settings, design and evaluate appropriate behavior-based solutions.

SPED 6803. Teaching Students with Autism Spectrum Disorders. 3 Hours.

This course provide students with an understanding of individuals who have been diagnosed with autism spectrum disorders. The course provides a life-span perspective by focusing on preschoolers, school-aged children, and adults. Students will study the characteristics of these individuals and general educational strategies for their education.

SPED 6813. Characteristics and Assessment of Persons with ASD. 3 Hours.

This course provides an in-depth study of the characteristics and assessment of persons with autism spectrum disorders. It includes formal and informal assessment measures used to assist in the identification of students with ASD, as well as provide information for program development for this group of students.

SPED 6823. Instructional Methods for Students with Autism Spectrum Disorders. 3 Hours.

This course is designed to assist professional educators in planning and implementing instructional and support services for students with autism spectrum disorders. Students will learn how to participate in collaborative family, school, and community partnerships.

SPED 6833. Practicum in Autism Spectrum Disorders. 3 Hours.

Supervised field experiences in programs, schools, and other settings for children with autism spectrum disorders.

SPED 6843. Basic Principles of ABA. 3 Hours.

Course provides information on: (a) the philosophical assumptions and principles of behavior analysis; (b) basic principles, processes, and concepts of applied behavior analysis; and (c) ethical and legal issues involved in its use.

SPED 6853. Behavioral Assessment in ABA. 3 Hours.

Course content includes information on effective methods and the development of skills: (a) assessing, organizing, and interpreting behavior; (b) conducting task analysis and selecting intervention goals and strategies; (c) displaying data; and (d) making evidence-based decisions. Legal and ethical standards will be reviewed and applied to behavioral change procedures used.

SPED 6863. Behavior Change Procedures and Supports. 3 Hours.

Course content includes (a) information on behavior change procedures; (b) activities designed to acquire skill in developing and evaluating behavioral change programs; and (c) information and activities designed to acquire skills in providing and monitoring persons and systems providing support. Legal and ethical standards will be reviewed and applied to the course content.

SPED 6873. Measurement and Experimental Design. 3 Hours.

Course content includes information on and the development of skills in: (a) the measurement of the multiple dimensions of behaviors; (b) the use of methods of measuring behavior; (c) the experimental evaluation of interventions; and (d) the multiple methods of displaying and interpreting behavioral data. Legal and ethical standards will be reviewed and applied to the course content.

SPED 6883. ABA Ethical, Professional, and Legal Standards. 3 Hours.

Course content includes information on the ethical, professional and legal standards in special education and, specifically, the area of applied behavior analysis.

SPED 6893. Practicum in Applied Behavioral Analysis. 3 Hours.

This course is a supervised practicum that provides students with experience in applying the knowledge, skills, and dispositions by teaching individuals using Applied Behavior Analysis. Instructor approval needed for enrolling in the course. May be repeated for up to 18 hours of degree credit.