

# Special Education (SPED)

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## Courses

### **SPED 38603. 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 38403.

(Typically offered: Spring)

### **SPED 4110V. Mentoring Students with Special Needs. 1-6 Hour.**

This course provides students an opportunity to mentor students with special needs. Students spend from 3 - 9 hours weekly providing academic and social supports to students with special needs. (Typically offered: Fall and Spring) May be repeated for up to 9 hours of degree credit.

### **SPED 41403. 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 into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science Human Environmental Sciences (BRKDBS), or departmental consent. (Typically offered: Summer)

### **SPED 41703. 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 into Special Education Bachelor of Science in Education (SPEDBS), Childhood Education Bachelor of Science in Education (CHEDBS), or departmental consent. (Typically offered: Spring)

### **SPED 44103. 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. Field experience required. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science in Human Environmental Science (BRKDBS), or departmental consent. (Typically offered: Spring)

### **SPED 441H3. Honors 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. Field experience required. Prerequisite: Honors standing. (Typically offered: Spring)

This course is equivalent to SPED 44103.

### **SPED 44203. 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. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Fall)

### **SPED 44303. 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. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Spring)

### **SPED 44403. 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. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Fall)

### **SPED 44503. 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. Field experience required. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Fall)

### **SPED 445H3. Honors 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. Field experience required. (Typically offered: Fall)

This course is equivalent to SPED 44503.

### **SPED 44603. Teaching Students with Extensive Support Needs. 3 Hours.**

A study of methods and materials for teaching students (K-12) with extensive support needs, including those with intellectual disability, autism, other health impairments, and multiple disabilities. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science Human Environmental Sciences (BRKDBS), or departmental consent. (Typically offered: Spring)

### **SPED 44703. 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. Field experience required. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS) or departmental consent. (Typically offered: Spring)

### **SPED 44803. 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. Field experience required. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Childhood Education Bachelor of Science in Education (CHEDBS), or departmental consent. (Typically offered: Fall)

### **SPED 44903. Introduction to Students with High Incidence Disabilities. 3 Hours.**

The purpose of this course is to develop an understanding of high incidence disabilities, understand the unique characteristics as they apply to the context of the K-12 classroom, be able to design an appropriate classroom setting, and use evidence-based teaching practices for students with high incidence disabilities. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science Human Environmental Science (BRKDBS), or departmental consent. (Typically offered: Fall)

**SPED 45308. 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 45403. Corequisite: SPED 45403. (Typically offered: Fall)

**SPED 45403. Special Education Seminar. 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 45308. Corequisite: SPED 45308. (Typically offered: Fall)

**SPED 45503. Special Education Research - Kindergarten through 6th Grade. 3 Hours.**

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

**SPED 45608. 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 45703. Corequisite: SPED 45703. (Typically offered: Spring)

**SPED 45703. Special Education Advanced Seminar. 3 Hours.**

Provides the opportunity to focus on issues encountered in the teaching internship in special education grades while simultaneously developing a professional portfolio. Must be taken concurrently with SPED 45608. Corequisite: SPED 45608. (Typically offered: Spring)

**SPED 45803. Special Education Research - 7th through 12th Grade. 3 Hours.**

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

**SPED 47803. Professional and Family Partnerships. 3 Hours.**

This course is a study of research-based strategies for partnership with professionals and families. This course will pursue an in-depth study of knowledge, skills, and dispositions needed to provide services to individuals with disabilities within the context of their family, culture, community, and interdisciplinary teaming. Prerequisite: Admission into Special Education Bachelor of Science in Education (SPEDBS), Birth through Kindergarten Bachelor of Science Human Environmental Science (BRKDBS), or departmental consent. (Typically offered: Spring)

**SPED 50103. Introduction to Early Childhood Special Education. 3 Hours.**

This course is designed to help students understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions while exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines in early childhood special education. Prerequisite: Departmental Consent. (Typically offered: Spring)

**SPED 50203. Inclusive Practices in Early Childhood Special Education. 3 Hours.**

This advanced study course supports Scholar Practitioner in pursuit of an in-depth study of knowledge, skills, and dispositions needed to implement inclusive practices for young learners with disabilities in early childhood contexts. Students will learn to use curriculum frameworks to create and support universally designed, high quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth. Prerequisite: Departmental Consent. (Typically offered: Summer)

**SPED 50303. Family & Professional Partnerships in Early Childhood Special Education. 3 Hours.**

This advanced course supports Scholar Practitioners in pursuit of an in-depth study of family-school partnerships from early childhood through the transition to primary school while emphasizing advanced learning in the specialty studies and the social and behavioral studies in the substantive areas. Prerequisite: Departmental Consent. (Typically offered: Fall)

**SPED 50403. Assessment & Programming in Early Childhood Special Education. 3 Hours.**

This advanced study course supports Scholar Practitioners in pursuit of knowledge and understanding of the purposes of assessment in relation to ethical and legal considerations. Students learn how to choose, use, and analyze data from developmentally, linguistically, and culturally appropriate tools and methods that are responsive to the characteristics of the young child, family, and program through a strength-based approach. (Typically offered: Fall)

**SPED 51403. 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. (Typically offered: Summer)

**SPED 51703. 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. (Typically offered: Spring)

**SPED 5320V. Practicum in Special Education. 3-6 Hour.**

Supervised field experiences in special education programs, schools, institutions, and other facilities for exceptional children. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**SPED 54103. 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. Graduate degree credit will not be given for both SPED 44103 and SPED 54103. (Typically offered: Fall)

**SPED 54303. Curriculum Development and Instructional Planning for Dyslexia. 3 Hours.**

Study of the research base for the design, adaptation, and implementation of curriculum and instructional strategies for students with disabilities with dyslexia in general and special classrooms. (Typically offered: Fall)

**SPED 54603. 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. Graduate degree credit will not be given for both SPED 44603 and SPED 54603. (Typically offered: Spring)

**SPED 54803. 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. Graduate degree credit will not be given for both SPED 44803 and SPED 54803. (Typically offered: Spring)

**SPED 54903. 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. Graduate degree credit will not be given for both SPED 44903 and SPED 54903. (Typically offered: Spring)

**SPED 5520V. Residency in Special Education. 3-9 Hour.**

Provides the opportunity to focus demonstrating and refining teaching skills through a teaching internship in special education grades while simultaneously developing a professional portfolio. (Typically offered: Fall and Spring)

**SPED 55403. 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. (Typically offered: Spring)

**SPED 56303. 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. (Typically offered: Irregular)

**SPED 56403. 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. (Typically offered: Irregular)

**SPED 56503. 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. (Typically offered: Irregular)

**SPED 56703. 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). (Typically offered: Irregular)

**SPED 56803. 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. (Typically offered: Spring)

**SPED 57103. 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. (Typically offered: Fall)

**SPED 57303. 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. (Typically offered: Summer)

**SPED 57603. Teaching Students with Extensive Support Needs. 3 Hours.**

A graduate level study of methods and materials for teaching students (K-12) with extensive support needs including those with intellectual disability, autism, other health impairments, and other disabilities. (Typically offered: Spring)

**SPED 57803. 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. (Typically offered: Fall)

**SPED 57903. Practicum in Applied Behavior 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. Prerequisite: Instructor Consent. (Typically offered: Fall and Spring) May be repeated for up to 9 hours of degree credit.

**SPED 58603. Assessment and Programming for Students with Dyslexia. 3 Hours.**

Methods and techniques of assessment of children and youth with dyslexia with emphasis on identification, informal, and formal assessment to support teams in educational program development and implementation. (Typically offered: Summer)

**SPED 58703. 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. (Typically offered: Fall)

**SPED 58803. 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. (Typically offered: Fall)

**SPED 58903. Organization, Administration and Supervision of Special Education. 3 Hours.**

Procedures, responsibilities and problems of organization, administration, and supervision of special education programs. (Typically offered: Irregular)

**SPED 5990V. 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. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**SPED 6050V. 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. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

**SPED 64003. 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. (Typically offered: Irregular)

**SPED 64303. 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. (Typically offered: Irregular)  
This course is cross-listed with EDLE 64303.

**SPED 64503. Organizational Behavior Management. 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. Prerequisite: SPED 68403. (Typically offered: Spring)

**SPED 64603. Theory and Philosophy in Behavior Analysis. 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) the ethical and legal issues in its use. Prerequisite: SPED 68403.

(Typically offered: Summer)

**SPED 68003. 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. (Typically offered: Fall)

**SPED 68103. 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. (Typically offered: Spring)

**SPED 68203. 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. (Typically offered: Fall)

**SPED 68403. Basic Principles of Behavior. 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. Prerequisite: Admittance to the Applied Behavior Analysis Graduate Certificate (APBAGC). (Typically offered: Fall)

**SPED 68503. Behavior Intervention and Assessment II. 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. Prerequisite: SPED 68403. (Typically offered: Summer)

**SPED 68603. Behavior Intervention and Assessment I. 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 68403. (Typically offered: Spring)

**SPED 68703. Research Methods in Behavior Analysis. 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. (Typically offered: Fall)

**SPED 68803. Ethics in Behavior Analysis. 3 Hours.**

Course content includes information on the ethical, professional and legal standards in special education and, specifically, the area of applied behavior analysis. Prerequisite: SPED 68403. (Typically offered: Summer)