

Special Education (SPED)

Ed Bengtson
Chair, Department of Curriculum and Instruction
206 Peabody Hall
479-575-5111
Email: egbengts@uark.edu

Suzanne Kucharczyk
Program Coordinator
303 ARKA (410 Arkansas Avenue)
479-575-6210
Email: suzannek@uark.edu

Special Education Website (<https://cied.uark.edu/programs/special-education/m-ed/>)

Degree Conferred:

M.Ed. in Special Education (SPED)

Graduate Certificates Offered (non-degree):

Applied Behavior Analysis (APBA)
Autism Spectrum Disorders (AUTS)
Special Education Transition Services (SPTS)

Program Description: The coursework for the M.Ed. in Special Education program prepares teachers to work with students with disabilities from kindergarten through grade 12 by building competencies and knowledge expected within the field of Special Education. Two special education licensure options are available: an M.Ed. leading to initial license and an M.Ed. leading to endorsement. The M.Ed. in Special Education is an on-line program, allowing students the opportunity to pursue educational goals at a time and place that fits their individual schedules. The practicum courses take place in public schools across the United States.

Special Education graduate certificates and other Arkansas Department of Education endorsements (such as Gifted, Dyslexia, Educational Examiner, Resource Room, Special Education) offered by the special education program can be embedded into the Special Education master's degree program. The College of Education and Health Professions provides the coursework needed for successful teacher candidates to submit a request for the special education license or endorsement from the Arkansas Department of Education. Prospective students not residing in Arkansas must check their own state's requirements and reciprocity agreements. Nationally recognized faculty provide the instruction for the program.

M.Ed. in Special Education

Admission Requirements for the Master of Education in Special Education:

- A bachelor's degree from an accredited institution of higher education. For prospective students with a bachelor's degree in a field outside education the M.Ed. with initial license is necessary. For those students with bachelor's degree in education (e.g., early childhood education, secondary education) the M.Ed. with endorsement is appropriate.
- A minimum 3.0 cumulative grade point average (GPA) during the last 60 hours of undergraduate work

- For the Special Education Master of Education Program a Praxis Core Exam, GRE, or other approved Standardized Core Knowledge Test is required.
- Three reference letters
- A statement of purpose and resume/curriculum vitae
- Students should also be aware of Graduate School requirements with regard to master's degrees (<http://catalog.uark.edu/graduatecatalog/degree/requirements/#mastersdegreestext>). Applicants must meet all requirements for admission to the University of Arkansas Graduate School, except the standardized test score requirement.

Requirements for the Master of Education in Special Education:

Minimum of 36 graduate semester credit hours.

SPED 5413	ABA and Classroom Management for Teachers	3
SPED 5633	Curriculum Development and Instructional Planning ¹	3
	or SPED 6873 Measurement and Experimental Design	
	or ESRM 5013 Research Methods in Education	
	or ESRM 5393 Statistics in Education and Health Professions	
SPED 5683	Teaching Literacy Skills to Students with Disabilities	3
SPED 5733	Inclusive Practices for Diverse Populations	3
SPED 5673	Teaching Students with Disabilities in the Content Areas	3
SPED 5763	Teaching Individuals with Severe Disabilities	3
SPED 5783	Professional and Family Partnerships	3
SPED 5873	Assessment and Programming for Students with Disabilities	3
SPED 6433	Legal Aspects of Special Education	3
SPED 6803	Teaching Students with Autism Spectrum Disorders ²	3
	or SPED 5883 Research in Inclusive Education	
SPED 532V	Practicum in Special Education (total of 6 hrs of SPED532V required in K-6 and 7-12)	6
Total Hours		36

¹ Students seeking M.Ed. with initial license take SPED 5633. Students seeking M.Ed. with endorsement take SPED 6873, ESRM 5013, or ESRM 5393.

² Students seeking M.Ed. with initial license take SPED 6803. Students seeking M.Ed. with endorsement take SPED 5883.

Dismissal based on Unethical or Unprofessional Behaviors from Special Education Programs

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://www.nea.org/resource-library/code-ethics-educators/>), Arkansas Division of Elementary and Secondary Education Code of Ethics (<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code-of-ethics-for-arkansas-educators/>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

- Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student

and their mentor, and referred to the program's coordinator or supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.

- The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from a teacher education program.
- Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students or others, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the Teacher Candidate Professional Review Committee for review and may become permanent.

The Program Coordinator, in consultation with the Teacher Education Professional Review Committee and the Graduate School, has the authority and responsibility to dismiss a student from the teacher education program for unethical or unprofessional behavior and/or not recommend the student for licensure.

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Office of Teacher Education website (<https://teacher-education.uark.edu/support/>).

Students who have been dismissed by the program on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Unethical and Unprofessional Conduct policy contained in the Graduate Catalog of Studies (<http://catalog.uark.edu/graduatecatalog/objectivesandregulations/#grievanceprocedurestext>).

Students should also be aware of the general Graduate School requirements (<http://catalog.uark.edu/graduatecatalog/degree requirements/#mastersdegreestext>) for the M.Ed. Degree.

Graduate Certificate Program in Applied Behavior Analysis (APBA):

The Graduate Certificate in Applied Behavior Analysis is for those individuals who wish to pursue board certification in behavior analysis. The program builds on candidate's previous knowledge of behavior strategies and extends knowledge and skills in the use of applied behavior analysis. Classes emphasize the development and ethical use of behavior change programs that are validated by systematic evaluation of the interventions used. Ethical, professional, and legal standards are discussed and used in relation to applied behavior analysis.

Admission requirements for the graduate certificate program include: A minimum 3.00 cumulative GPA during the last 60 hours of undergraduate work.

Program of Study

SPED 6843	Basic Principles of ABA	3
SPED 6853	Behavioral Assessment in ABA	3
SPED 6863	Behavior Change Procedures and Supports	3
SPED 6873	Measurement and Experimental Design	3
SPED 6883	ABA Ethical, Professional, and Legal Standards	3
SPED 6453	Human Performance Improvement	3

SPED 6463	Concepts and Principles in Behavior Analysis	3
Total Hours		21

Candidates for the graduate certificate must have a B or higher in the program of study. Courses from other institutions will not be substituted for the required courses. The Graduate Certificate in Applied Behavior Analysis can be infused into the Master of Special Education degree program.

Dismissal Based on Unethical or Unprofessional Behaviors in Applied Behavior Analysis

The University of Arkansas Applied Behavior Analysis program adheres to the Behavior Analysis Certification Board's Professional and Ethical Compliance Code for Behavior Analyst (https://www.bacb.com/wp-content/uploads/2020/05/BACB-Compliance-Code-english_190318.pdf), as well as program specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

- Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and referred to the program's coordinator or supervising faculty.
- Any candidate may be suspended by the program coordinator for extreme, unforeseen circumstances such as endangerment of students, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life).

The program coordinator, in consultation with the Graduate School, has the authority and responsibility to dismiss a student from the Applied Behavior Analysis program for unethical or unprofessional behavior and/or not recommend the student for certification.

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook and the graduate school website (<https://graduate-and-international.uark.edu/graduate/current-students/student-support/student-resources/governance-policies/>).

Students who have been dismissed by the program on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Unethical and Unprofessional Conduct policy contained in the Graduate Catalog of Studies (<http://catalog.uark.edu/graduatecatalog/objectivesandregulations/#grievanceprocedurestext>).

Graduate Certificate in Autism Spectrum Disorders

Graduate Certificate Program in Autism Spectrum Disorders (AUTS):

The graduate certificate in Autism Spectrum Disorders develops professionals in the area of autism spectrum disorders. The program recognizes students who take a concentrated core of courses focused on autism spectrum disorders. Students who earn the certificate develop knowledge and skills in the areas of characteristics, assessment, and educational interventions for individuals with autism spectrum disorders.

Admission requirements for the Graduate Certificate program include:

- A minimum of a 3.0 cumulative grade point average (GPA) during the last 60 hours of undergraduate work.

Program of Study:

SPED 5143	Teaching Communication Skills to Persons with Autism	3
SPED 6803	Teaching Students with Autism Spectrum Disorders	3
SPED 6813	Characteristics and Assessment of Persons with ASD	3
SPED 6823	Instructional Methods for Students with Autism Spectrum Disorders	3
SPED 6833	Practicum in Autism Spectrum Disorders	3
Total Hours		15

Special Education Transition Services Graduate Certificate is designed to prepare school-based professionals (social workers, school psychologists, educational leaders, school counselors, special education teachers, and general education teachers) to provide transition services to students with disabilities. To be admitted, applicants must have a 3.0 GPA or higher in their last 60 hours of course work.

SPED 5713	Career Development and Transition for People with Disabilities	3
SPED 5763	Teaching Individuals with Severe Disabilities	3
SPED 5783	Professional and Family Partnerships	3
SPED 6433	Legal Aspects of Special Education	3
SPED 532V	Practicum in Special Education	3
Total Hours		15

Dismissal Based on Unethical or Unprofessional Behaviors from Special Education Programs

The University of Arkansas' teacher preparation programs adhere to the Code of Ethics of the Education Profession as established by the National Education Association as described in NEA Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.nea.org%2Fhome%2F30442.htm&data=04%7C01%7Cjgbeasle%40uark.edu%7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637395162525442411%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=D1rH8UNV8LlmytDPAznXBZTz%2BrSDbxjsJ9VZBXzgas%3D&reserved=0>), Arkansas Department of Elementary and Secondary Education Code of Ethics (<https://nam11.safelinks.protection.outlook.com/?url=http%3A%2F%2Fdese.ade.arkansas.gov%2Fdivisions%2Feducator%2520effectiveness%2Fplsb-professional-ethics-discipline%2Fcode-of-ethics-for-arkansas-educators&data=04%7C01%7Cjgbeasle%40uark.edu%7C0274d2f2d5cc414f412908d87b85f2b5%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C637395162525442411%7CUnknown%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=2xnJrietPUAmxUo%2BVWq4I8wVSA8yZcKXk6y%2FGZbgqls%3D&reserved=0>), as well as discipline specific codes of ethics and standards found in program handbooks. Violation of these principles may result in probation, suspension, or dismissal of the internship as described:

1. Any incident of ethical misconduct or concern will be documented by the faculty member(s), discussed directly with the student and their mentor, and referred to the program's coordinator or supervising faculty. It may also be reported to the Teacher Candidate Professional Review Committee.
2. The Teacher Candidate Professional Review Committee evaluates the concerns and recommends a course of action, which may range

from a zero score on the academic and/or internship work, a failing grade for the course, probation, up to dismissal from a teacher education program.

3. Any candidate may be suspended by a Teacher Education Program Coordinator for extreme, unforeseen circumstances such as endangerment of students or others, disruption of schools or classes, felonious behaviors, or ethical violations (i.e. Arkansas Code of Ethics, Code of Student Life). Such suspensions will be referred to the Teacher Candidate Professional Review Committee for review and may become permanent.

The Program Coordinator, in consultation with the Teacher Education Professional Review Committee and the Graduate School, has the authority and responsibility to dismiss a student from the teacher education program for unethical or unprofessional behavior and/or not recommend the student for licensure.

More detailed guidelines about the policies, supports, and other requirements are provided in the program's handbook, as well as on the Office of Teacher Education website (<https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Foccupationaltherapy.uark.edu%2F&data=04%7C01%7Cjgbeasle%40uark.edu%7C418b639d5fcc4412bdc308d87b720a68%7C79c742c4e61c4fa5be89a3cb566a80d1%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6IjEhaWw%7C1000&sdata=xXhYBUYOER9hIXzBrjW9cNr4eqG18kb5mU1qvW3zs2U%3D&reserved=0>) <https://teacher-education.uark.edu/support/index.php> (<https://teacher-education.uark.edu/support/>).

"Students who have been dismissed by the program on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the Unethical and Unprofessional Conduct policy contained in the Graduate Catalog of Studies (<http://catalog.uark.edu/graduatecatalog/objectivesandregulations/#grievanceprocedurestext>)."

Curriculum and Instruction Courses

CIED 5003. Elementary Education Seminar. 3 Hours.

An introduction to constructing, analyzing, and interpreting tests, types of research and the research process, qualitative and quantitative techniques for assessment; and descriptive and inferential statistics. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

CIED 5013. Measurement, Research and Statistical Concepts in the Schools. 3 Hours.

An introduction to constructing, analyzing, and interpreting tests, types of research and the research process, qualitative and quantitative techniques for assessment; and descriptive and inferential statistics. Prerequisite: Admission to graduate school. (Typically offered: Summer)

CIED 5022. Classroom Management Concepts. 2 Hours.

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to either Elementary Education (ELEDMA) or Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall)

CIED 5032. Curriculum Design Concepts for Teachers. 2 Hours.

The design and adaptation of curriculum for students in regular and special K-6 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

CIED 5053. Multicultural Issues in Elementary Education. 3 Hours.

This course provides an introduction to the major concepts and issues related to multicultural education in elementary classrooms. The ways in which race, class, gender and exceptionality influence students' behavior are discussed. Prerequisite: Admission to graduate school. (Typically offered: Spring Odd Years; Summer)

CIED 5063. Disciplinary Literacies in Education. 3 Hours.

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall) May be repeated for up to 6 hours of degree credit.

CIED 5073. Action Research in Elementary Education. 3 Hours.

Provides the students with experience in conducting case studies and action research related to childhood education. In addition, students gain knowledge regarding practices used in ethnographic research. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Spring)

CIED 508V. Elementary Education Cohort Teaching Internship. 1-6 Hour.

Full-time student teaching in grades K-6 to be repeated both fall and spring semesters. Students will practice and master instructional strategies under the supervision of qualified mentor teachers and university faculty members. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

CIED 5153. Arts Integration in Practice. 3 Hours.

(Formerly CIED 4083.) Arts integration course including the ideas, design, and implementation of practices in the classroom, board room, and professional field that enrich the experiences of all stakeholders while building right-brain thinking skills for the new millennium. Graduate degree credit will not be given for both CIED 4083 and CIED 5153. (Typically offered: Spring Even Years) May be repeated for up to 6 hours of degree credit.

CIED 5162. Applied Practicum. 2 Hours.

Provides laboratory experiences for CIED 5173 (Literacy Assessment and Intervention). Corequisite: CIED 5173. Prerequisite: Admission to Elementary Education (ELEDMA) M.A.T. program. (Typically offered: Fall)

CIED 5173. Literacy Assessment and Intervention. 3 Hours.

Focuses on assessment of young children's literacy skills. Techniques discussed include informal observation, miscue analysis, and portfolio assessment. Prerequisite: Admission to graduate school. (Typically offered: Fall and Summer)

CIED 5203. English Language Arts/Speech & Drama Methods of Instruction. 3 Hours.

This course provides an introduction to teaching English language arts (ELA) and speech/drama in the context of elementary, middle and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction. (Typically offered: Summer)

CIED 5213. Issues and Trends in Literacy. 3 Hours.

This course provides an examination of practices to teaching literacy, broadly defined. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching provide the major tenets of instruction. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program or instructor consent. (Typically offered: Spring) May be repeated for up to 6 hours of degree credit.

CIED 5223. Learning Theory. 3 Hours.

This course provides the student with information about foundational issues in education, including history and philosophy of American Education, psychological and social theories of education, characteristics of learners, and learning processes. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Summer)

CIED 5232. Interdisciplinary Studies. 2 Hours.

Introduction to the nature of interdisciplinary study: curricular content, course planning (topics and themes), instructional strategies, and evaluation and assessment. Prerequisite: Admission to the M.A.T. program. (Typically offered: Fall, Spring and Summer)

CIED 5243. The Moral Mind in Action. 3 Hours.

(Formerly CIED 4433.) The Moral Mind in Action explores how people reason through moral dilemmas and prepares students to more effectively recognize and resolve moral problems. Best practices of teachers and administrators of K-16 character education programs are discussed. Graduate degree credit will not be given for both CIED 4433 and CIED 5243. (Typically offered: Fall)

CIED 5253. Moral Courage. 3 Hours.

(Formerly CIED 4443.) Moral Courage explores the factors that support translating moral thinking into moral action. This course draws from the field of positive psychology to guide students as they leverage existing strengths and develop new strategies for acting with moral courage in their personal and professional lives. Best practices of teachers and administrators of K-16 character education programs are discussed. Graduate degree credit will not be given for both CIED 4443 and CIED 5253. (Typically offered: Spring)

CIED 5263. Assessment, Evaluation, and Practitioner Research. 3 Hours.

A study of assessment, testing, and evaluative procedures in classrooms including types of tests, abuses of tests, test construction, scoring, analysis and interpretation, statistical methods, and alternative evaluation and assessment techniques. Classroom-based data collection and analysis. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall)

CIED 5273. Research in Curriculum and Instruction. 3 Hours.

An introduction to inquiry and research in curriculum and instruction. It examines the principles, strategies, and techniques of research, especially qualitative inquiry. Qualitative method in assessment and evaluation are considered. Practicum in educational research and evaluation is done as part of the class. (Typically offered: Fall)

CIED 528V. Teaching Experience. 1-6 Hour.

The teaching experience is an essential component of the Masters of Arts in Teaching degree. The two semester experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

CIED 5313. Principles of Qualitative Research in Curriculum & Instruction. 3 Hours.

Designed specifically for aspiring qualitative researchers who wish to conduct research in settings unique to curriculum and instruction. Methods of research design, data analysis, and writing for publication will be emphasized. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction. (Typically offered: Spring Odd Years)

CIED 5333. Curriculum Theory and Development for Educators. 3 Hours.

The design and adaptation of curriculum for students in regular and special K-12 classrooms. Theoretical bases and curriculum models are reviewed. Concurrent clinical experiences in each area of emphasis are included. Prerequisite: Admission to Teacher Education (SEEDMA or EDUCMA) M.A.T. program. (Typically offered: Summer) May be repeated for up to 6 hours of degree credit.

CIED 5363. Teaching in K-12 Online and Blended Classrooms. 3 Hours.

The study of curriculum, instructional methods and assessment techniques to facilitate student learning in K-12 virtual and blended teaching environments. Students enrolled in the course will be required to demonstrate knowledge of prevalent and relevant models of K-12 curriculum, web-based instructional methods, assessment techniques and utilize tools for the development and implementation of effective instruction in the K-12 virtual classroom. Prerequisite: Graduate standing. (Typically offered: Fall)

CIED 5393. Introduction to Linguistics. 3 Hours.

This course is an introduction to human language. The goal is to understand what it means to speak a language, including an introduction to phonetics and phonology (specifically the sound system of American English), morphology (the rules of English at the word level), syntax (rules that govern sentence level language), semantics (meanings of words) and sociolinguistics (or the study of language use in its social context). (Typically offered: Fall)

CIED 5423. Curriculum and Instruction: Models and Implementation. 3 Hours.

The study of models of curriculum and instruction and their implementation to facilitate student learning in a variety of instructional environments. (Typically offered: Spring)

CIED 5443. Methods of Teaching Foreign Language K-12. 3 Hours.

Study of the methods and materials in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimensions of teaching foreign languages. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Fall) May be repeated for up to 6 hours of degree credit.

CIED 5453. Evaluation Techniques. 3 Hours.

Evaluation of learning using traditional means of assessment as well as alternative or authentic assessment techniques. (Typically offered: Irregular)

CIED 5461. Capstone Research Seminar. 1 Hour.

This course provides students with basic knowledge and practical skills in understanding, utilizing and implementing a research design project with a focus in the discipline of curriculum and instruction with particular emphasis of some aspect of teaching and/or learning. As a part of this course students will design, conduct and report the results of an action research study undertaken in the teaching internship. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Spring) May be repeated for up to 2 hours of degree credit.

CIED 5513. Sound System of American English. 3 Hours.

This course will study the structure and development of American English (AE). Topics include: 1) the structure/systems of American English pronunciation, 2) vowels, 3) consonant system (including such features as minimal pairs, 4) prosody, intonation, rhythm, and stress, and 5) regionalism and social varieties, and 6) pedagogical approaches to teaching the features of American English. (Typically offered: Fall)

CIED 5523. Instructional Practices in Teaching Foreign Language. 3 Hours.

A pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program. (Typically offered: Spring) May be repeated for up to 6 hours of degree credit.

CIED 5543. Structures of American English. 3 Hours.

This course provides an introduction to the grammars of English, including (but not restricted to) traditional, structural, and transformational-generative (universal grammar). It includes approaches to the teaching of all types of grammars. (Typically offered: Spring and Summer)

CIED 5553. Social Justice and Multicultural Issues in Education. 3 Hours.

This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems. Prerequisite: Admission to Teacher Education (EDUCMA) M.A.T. program (Typically offered: Summer) May be repeated for up to 6 hours of degree credit.

CIED 5563. Teaching Internship/Action Research. 3 Hours.

During this course, Master's candidates will be provided with classroom time to prepare to teach and then will be assigned to a classroom or classrooms. During this time the candidates will have an opportunity (under supervision) to observe, to teach and to participate in classroom activities. Additionally, candidates will research some area of their own pedagogy relevant to the experience. (Typically offered: Irregular)

CIED 5573. Foundations of Literacy. 3 Hours.

Teaching of reading to children; techniques, research, and modern practices. (Typically offered: Fall, Spring and Summer)

CIED 5593. Advanced Diagnosis and Intervention. 3 Hours.

Emphasizes the diagnosis and remediation of reading difficulties in the classroom setting. Students are expected to become familiar with cause of reading failure, diagnosis instruments and procedures, principles of report writing, and corrective instructional methods and materials. The course is open to graduate students with instructor's consent. Enrollment limited to 20. Prerequisite: CIED 5573. (Typically offered: Irregular)

CIED 5683. Adolescent Literature. 3 Hours.

Content course in adolescent literature including selection, reading, evaluation, and psychological basis of classic and contemporary works. (Typically offered: Fall, Spring and Summer)

CIED 5713. Integrating the Elementary Curriculum. 3 Hours.

This course focuses on meaningful integration of science, mathematics, literacy, social studies, art, and music in the elementary classroom. A strong foundation for integrating the elementary curriculum will be developed by providing students with theoretical frameworks, research, resources, and methods related to classroom practice. Strategies to coordinate the integration of these subject areas for the K-4 classroom will be modeled. (Typically offered: Summer)

CIED 5723. Nature and Needs of Persons with Mild Disabilities. 3 Hours.

Educational, psychological, and social characteristics of individuals who have mild disabilities with emphasis on educational methods and modifications. Prerequisite: CIED 3023. (Typically offered: Fall)

CIED 5733. Educator as Researcher. 3 Hours.

Survey of methods for practitioner research in education with emphasis on analyzing educational research, creating valid and reliable educational assessments, utilizing research strategies for classroom data collection, interpreting data to analyze the impact of educational interventions, and disseminating findings for collaboration with other educators. (Typically offered: Summer)

CIED 5803. Nature and Needs of the Gifted and Talented. 3 Hours.

Educational, psychological, and social characteristics of gifted and talented children. Prerequisite: Graduate standing. (Typically offered: Fall)

CIED 5813. Curriculum Development in Gifted and Talented. 3 Hours.

Examines the various models for developing curriculum and providing services for students identified for gifted programs. Prerequisite: CIED 5803. (Typically offered: Spring)

CIED 5823. Gifted and Talented (Structured) Practicum. 3 Hours.

Supervised field experience in gifted education programs, schools, institutions, and other facilities for gifted/talented children. Prerequisite: CIED 5813. (Typically offered: Summer)

CIED 5843. Representations of American Education in Film. 3 Hours.

This course provides an examination of students, teachers, administrators, schools, and schooling as they exist on the silver screen. Of particular interest is how film representations and misrepresentations potentially affect public perceptions of education. This course draws on educational theory and the field of cultural studies. (Typically offered: Irregular)

CIED 5853. Issues in Mathematics Education. 3 Hours.

Study of research in mathematics education and applications to classroom teaching and learning. Emphasis will be given past and current research in the areas of students' cognitive development in mathematics, mathematics curriculum development, and teaching practices and assessment. (Typically offered: Irregular)

CIED 5913. Parent/Family Engagement for Culturally & Linguistically Diverse Students. 3 Hours.

Students will investigate characteristics of family-community engagement systems and models serving culturally and linguistically diverse (CLD) students and families. Identify qualities of a welcoming, accepting environment for CLD families and implement some of these characteristics in their classroom and schools. Support communication and facilitate contributions by CLD families to the school and community including leadership roles. Demonstrate knowledge, skills, best practices and resources to enhance CLD family-community engagement by developing and implementing a service-learning project in their school or community. Prerequisite: Graduate standing. (Typically offered: Summer)

CIED 5923. Second Language Acquisition. 3 Hours.

This is one of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course gives an introduction to the basics in research and learning theories involved in the acquisition of second languages and cultures, particularly ESL. (Typically offered: Fall)

CIED 5933. Second Language Methodologies. 3 Hours.

This is one of a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces the basics in approaches, methodologies, techniques, and strategies for teaching second languages, especially ESL. (Typically offered: Spring)

CIED 5943. Teaching People of Other Cultures. 3 Hours.

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum. (Typically offered: Fall)

CIED 5953. Second Language Assessment. 3 Hours.

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course introduces basic methods for testing, assessing and evaluating second language, especially ESL, learners for placement purposes and academic performance. (Typically offered: Spring)

CIED 5973. Practicum in Secondary Education. 3 Hours.

Students will engage in action research in a school setting to advance their knowledge of teaching and learning venues including schools and informal learning environments. Prerequisite: Permission. (Typically offered: Fall and Spring)

CIED 5983. Practicum in Curriculum & Instruction. 3 Hours.

This course will provide degree candidates with advance knowledge of teaching in the elementary or secondary schools. This will be accomplished through a semester-long practicum during which an action research project will be designed, enacted, and reported. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

CIED 599V. Special Topics. 1-18 Hour.

Special topics. (Typically offered: Fall, Spring and Summer) May be repeated for up to 18 hours of degree credit.

CIED 600V. Master's Thesis. 1-6 Hour.

This course is designed for students completing a thesis at the master's level in curriculum and instruction and related programs. It may be taken multiple times for 1-6 credits but no more than 6 credits will be counted toward the degree. Prerequisite: Graduate Standing (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

CIED 6013. Curriculum Theory, Development, and Evaluation. 3 Hours.

Principles and concepts of curriculum and development, with an analysis of the factors basic to planning, the aims of the educational program, the organization of the curriculum, curriculum models, and elements desirable in the curriculum of schools including evaluation. (Typically offered: Fall Odd Years)

CIED 6023. Instructional Theory. 3 Hours.

Study of psychological, anthropological, sociological, and educational theories of instruction and learning. Emphasis is placed on synthesizing a broad range of existing and emerging perspectives in understanding individual, interactional and contextual phenomena of instruction and learning. (Typically offered: Spring Even Years)

CIED 6033. Content Specific Pedagogy. 3 Hours.

This course explores the relationship between the content of courses taught in schools and the pedagogical principles that the teaching of the content requires. Students will discuss and synthesize findings from the research literature and from personal investigation. (Typically offered: Irregular)

CIED 6043. Analysis of Teacher Education. 3 Hours.

This course examines issues, problems, trends, and research associated with teacher education programs in early childhood, elementary, special education, and secondary education. Prerequisite: CIED 6023. (Typically offered: Summer Even Years)

CIED 6053. Curriculum and Instruction: Learner Assessment and Program Evaluation. 3 Hours.

This course provides an overview of designing, implementing and analyzing learner assessments as well as systemic and program evaluations in a variety of instructional environments. (Typically offered: Spring Even Years)

CIED 6073. Seminar in Developing Creativity. 3 Hours.

A study of the facets of creativity, how they can be applied to be used in one's everyday life, how they can be applied in all classrooms, and how to encourage the development of these in students. (Typically offered: Irregular)

CIED 6083. Piaget's Theory and Instruction. 3 Hours.

Piaget's theory has been applied to classroom instruction in various settings. This course will investigate the theory in depth, study classroom application, and students will devise application. Prerequisite: CIED 6023. (Typically offered: Spring Odd Years)

CIED 6093. Vygotsky in the Classroom. 3 Hours.

This course introduces the cultural-historical theory of L. Vygotsky and considers its complexity. The comprehensive nature of Vygotsky's heritage and the importance of the sociocultural context for understanding his work is emphasized, as well as the implications of his theories for contemporary educational settings. (Typically offered: Spring Odd Years)

CIED 6123. New Literacy Studies. 3 Hours.

In the past decade scholars have expressed an interest in the diverse literacy practices in which adolescents engage outside of school. In using new media, adolescents interweave multiple sign system, including word and image, to construct a narrative or communicate information. How do readers interpret these texts? What conventions do authors manipulate to influence the meanings they construct? This course aims to answer these and other questions. (Typically offered: Fall Odd Years) May be repeated for up to 12 hours of degree credit.

CIED 6133. Trends and Issues in Curriculum and Instruction. 3 Hours.

Analysis of trends and issues in curriculum and instruction with emphasis on political/social contexts and prevailing philosophies/theories/practices across disciplines. Prerequisite: Admittance in Ed.D, Ed.S. or Ph.D. program. (Typically offered: Fall Even Years)

CIED 6143. Differentiated Instruction for Academically Diverse Learners. 3 Hours.

Major focus of this course will be the examination of differentiated instruction, a teaching philosophy appropriate for a wide range of learners. (Typically offered: Summer)

CIED 6153. Theories of Literacy and Language Learning.. 3 Hours.

In this seminar, students consider theories of literacy and language learning and their implications for practice and research. Theories are viewed as historically and socially situated, and students reflect on how their own work might be situated within these theories. The ways in which theories support research methodology are also explored. (Typically offered: Fall Even Years)

CIED 6163. Social and Emotional Components of Gifted and Talented Students. 3 Hours.

Purpose of this course is to study the theoretical and practical aspects of those affective issues, behaviors, and experiences often associated with gifted and talented students. (Typically offered: Summer Even Years)

CIED 6173. Reviews of Research in Reading Comprehension. 3 Hours.

In this online course, students will learn types of reviews of research, including qualitative systematic reviews and meta-analyses, and will conduct a review of research on a topic related to reading comprehension. Students will consider implicit and explicit definitions of comprehension and the influence various definitions have on assessment, instruction, policy and research and will examine comprehension in different contexts, disciplines, genres, and platforms. The course is a CIED Area of Study or Cognate Course (not part of the Inquiry Core). (Typically offered: Summer Even Years)

CIED 6183. Theory and Research in Arts Integration. 3 Hours.

Content course in arts integration including the pedagogy, design, and implementation of lesson plans which simultaneously address core curriculum learning targets and teach skills through the visual and performing arts in order to address the needs of the learners of the new millennium. Prerequisite: Instructor consent. (Typically offered: Spring and Summer)

CIED 6193. Teaching English Language Learners in the Content Areas. 3 Hours.

This course prepares teachers to teach English language learners in math, science, and social studies. These subject areas each have their own vocabulary that must be mastered by English language learners. The course focuses on teachers of both children and adults. (Typically offered: Spring)

CIED 6243. Bakhtin in Language, Literacy, and Research. 3 Hours.

This seminar course explores a growing body of theory, research, and applications inspired by the ideas of Russian scholar Mikhail M. Bakhtin, who provides a unique perspective on language, literacy, and culture. Bakhtin's focus on the process of meaning-making through dialogic interaction is relevant for educators in all academic areas. Bakhtin's ideas provide a powerful humanistic alternative to prevailing formalistic tendencies in studying language, culture, and education. Many modern orientations, such as discourse analysis and dialogic pedagogy, can be traced to Bakhtinian concepts. In addition to exploring Bakhtinian concepts in language and literacy, this course applies a Bakhtinian framework for research. (Typically offered: Fall Odd Years)

CIED 6313. Issues, History, and Rationale of Science Education. 3 Hours.

This course is the foundation experience for those interested in the discipline of science education. It provides an overview of the fundamental issues in and vocabulary of science education. The course includes the research basis for science teaching, the literature of science education, and the issues and controversies surrounding the teaching of science. (Typically offered: Irregular)

CIED 6333. Nature of Science: Philosophy of Science for Science Educators. 3 Hours.

The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. Prerequisite: Admission to grad school. (Typically offered: Irregular)

CIED 6343. Advanced Science Teaching Methods. 3 Hours.

This course is designed for those educators who have had some previous instruction in science teaching methods and/or had some prior science teaching experience. Students will gain new or renewed perspectives with respect to their personal teaching ability while engaging in discussions and activities designed to assist others in professional grow in science instruction. Prerequisite: Admission to graduate school. (Typically offered: Irregular)

CIED 6443. Mixed Methods Research. 3 Hours.

This course will provide opportunities for students to acquire the skills, knowledge, and strategies necessary to design and implement a mixed methods research study. Emphasis is upon developing research questions, developing a research design, selecting a sample, and utilizing appropriate techniques for analyzing data. (Typically offered: Fall)

CIED 6533. Problem-Based Learning and Teaching. 3 Hours.

A course in the design, development, and delivery of the problem-based learning (PBL) model. Theoretical cases and curriculum models will be centered on issues and models related to PBL. (Typically offered: Irregular)

CIED 6603. Research in Multicultural and Justice-Oriented Education. 3 Hours.

This course examines issues related to the implementation of and research on multicultural and social justice education. The meanings, dimensions, influences, manifestations, and status of varied cultures within schools (kindergarten to twelfth grades) and society are emphasized. The implications of these varied dimensions of culture on educational processes, and research including design, implementation and interpretation, are studied. (Typically offered: Spring)

CIED 6623. Research Methods and Scholarship in Curriculum and Instruction. 3 Hours.

In this course students will look at methods and practices in writing a successful dissertation proposal. Emphasis will be placed on research studies, collection of reliable and valid data, and analysis of data. Throughout the course, topics will focus on what scholarship looks like in curriculum and instruction. Prerequisite: Advanced standing in the doctoral program. (Typically offered: Fall)

CIED 6653. Advanced Methods of Qualitative Research in Curriculum & Instruction. 3 Hours.

Designed specifically emerging researchers who seek to advance their knowledge, skills, and aptitudes for engaging in qualitative research in curriculum and instruction. Advanced modes of data collection, analysis and organization of findings will be emphasized with specific attention given to alignment with theoretical frameworks. Strongly recommended for graduate students who are considering a qualitative thesis or dissertation in curriculum and instruction. (Typically offered: Summer)

CIED 674V. PhD Research Internship. 1-6 Hour.

This research internship is for doctoral level students in curriculum and instruction. The goal is provide research experience within the doctoral course of study. (Typically offered: Fall and Spring) May be repeated for up to 6 hours of degree credit.

CIED 680V. Ed.S. Project. 1-6 Hour.

Instructor permission required to register. Prerequisite: Instructor permission.
(Typically offered: Fall, Spring and Summer)

CIED 684V. PhD Teaching Internship. 1-6 Hour.

This teaching internship is for doctoral level students in curriculum and instruction.
The goal is to provide teaching experience within the doctoral course of study.
(Typically offered: Fall, Spring and Summer)

CIED 694V. Special Topics. 1-6 Hour.

Discussion and advanced studies on selected topics in curriculum and instruction.
Specific focus on recent developments. (Typically offered: Fall, Spring and Summer)
May be repeated for up to 6 hours of degree credit.

CIED 695V. Independent Study. 1-6 Hour.

Independent study. (Typically offered: Fall, Spring and Summer)

CIED 699V. Doctoral Seminar. 1-3 Hour.

Doctoral seminar. (Typically offered: Fall, Spring and Summer) May be repeated for up to 3 hours of degree credit.

CIED 700V. Dissertation. 1-18 Hour.

Dissertation. Prerequisite: Candidacy (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

Special Education Courses

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. (Typically offered: Summer)

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. (Typically offered: Spring)

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

Supervised field experiences in special education programs, schools, institutions, and other facilities for exceptional children. (Typically offered: Irregular)

SPED 5343. Analysis of Behavior for Teachers. 3 Hours.

An advanced course in managing behaviors in students with exceptionalities. Students are provided with experiences in applying theoretical bases of classroom management through identifying, assessing graphing, and analyzing behavioral data and implementing management plans. Ethical issues in the use of functional analysis are addressed. (Typically offered: Fall)

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. (Typically offered: Fall)

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. (Typically offered: Fall)

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. (Typically offered: Fall)

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. (Typically offered: Fall)

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. (Typically offered: Spring)

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. (Typically offered: Spring)

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. (Typically offered: Spring)

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. (Typically offered: Spring)

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. (Typically offered: Irregular)

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. (Typically offered: Irregular)

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. (Typically offered: Irregular)

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. (Typically offered: Irregular)

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). (Typically offered: Irregular)

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. (Typically offered: Irregular)

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. (Typically offered: Fall)

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. (Typically offered: Summer)

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. (Typically offered: Spring)

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. (Typically offered: Irregular)

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. (Typically offered: Spring)

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. (Typically offered: Irregular)

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. (Typically offered: Fall)

SPED 5793. 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 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. (Typically offered: Fall)

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. (Typically offered: Fall)

SPED 5893. 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 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. (Typically offered: Irregular) 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. (Typically offered: Irregular) 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. (Typically offered: Irregular)

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. (Typically offered: Irregular)

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. (Typically offered: Irregular)

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. (Typically offered: Irregular)
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. Prerequisite: SPED 6843. (Typically offered: Spring)

SPED 6463. Concepts and Principles 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 6843. (Typically offered: Summer)

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. (Typically offered: Fall)

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. (Typically offered: Spring)

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. (Typically offered: Fall)

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

Supervised field experiences in programs, schools, and other settings for children with autism spectrum disorders. (Typically offered: Fall, Spring and Summer)

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. Prerequisite: Admittance to the Applied Behavior Analysis Graduate Certificate (APBAGC). (Typically offered: Fall)

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. Prerequisite: SPED 6843. (Typically offered: Summer)

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. Prerequisite: SPED 6843. (Typically offered: Spring)

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. (Typically offered: Fall)

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. Prerequisite: SPED 6843. (Typically offered: Summer)