

Special Education Courses

SPED 501 - Introduction to Assistive Technology

Hours: 3

SPED 501 offers a comprehensive introduction to the field of assistive technology. Topics includes categories such as no tech, low tech, and high tech, as well as areas of assistive technology (communication, physical, sensory, independent living, etc.) Students will learn about basic concepts of service delivery and models of assistive technology.

SPED 502 - Assistive Technology Assessment and Evaluation

Hours: 3

SPED 502 provides an in-depth look at the consideration, assessment, and evaluation of assistive technology. Students will become familiar with available vendors for procurement of equipment, the laws that govern provision and service delivery, and the documentation of decision making.

SPED 503 - Strategies for Assistive Technology Implementation

Hours: 3

SPED 503 provides a focus on instructional strategies and techniques for assistive technology training in schools and other environments. Instructional planning and procedures will be covered. Students will also learn where to locate resources specific to assistive technology options.

SPED 504 - Accessibility and Digital Inclusion

Hours: 3

SPED 504 provides comprehensive of concepts related to accessibility and digital inclusion. Students will learn to address accessibility barriers inherent in electronic systems of all kinds (learning management systems, instructional materials, etc.) Adaptation of materials for accessibility and digital inclusion will be discussed for people across a range of different needs.

SPED 512 - Advanced Technologies in Applied Behavior Analysis

Hours: 3

This course provides an in-depth analysis of applied behavior analytic techniques. Content will be specifically focused on the philosophical underpinnings and advanced concepts and principles in applied behavior analysis. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. Prerequisites: PSY 535 or SPED 535. Crosslisted with: PSY 512

SPED 518 - Thesis

Hours: 3-6

Thesis. Six semester hours. This conference course introduces the candidate for the Master of Arts or Master of Science (Option I) degree to the theories and techniques of educational and psychological research and leads to the completion and acceptance of the thesis.

SPED 524 - Characteristics of Students with Mild Disabilities

Hours: 3

SPED 524 examines the characteristics of students with mild disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

SPED 526 - Characteristics of Students with Moderate to Severe Disabilities

Hours: 3

SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support.

SPED 526A - Characteristics of Students with Moderate to Severe Disabilities

Hours: 3

(Same as SPED 526) SPED 526 examines the characteristics of students with moderate to severe disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations, assistive technology, and support. Crosslisted with: SPED 526.

SPED 528 - Special Education Law

Hours: 3

SPED 528 provides students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, the major legislation governing the provision of special education services. Students will be exposed to issues of diversity and become familiar with how such factors have shaped federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEPs), free appropriate education (FAPE), and least restrictive environment (LRE).

SPED 535 - Applied Behavior Analysis

Hours: 3

SPED 535 provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as PSY 535)

SPED 535A - Applied Behavior Analysis

Hours: 3

SPED 535A provides a focus on the basic principles of applied behavior analysis (ABA). While wide application of ABA principles will be discussed, the application of ABA to the field of education is highlighted. The overarching goal of this course is to provide advanced training in proactive and scientific-based approaches to behavioral assessment, behavioral management, and behavioral aspects of education. In order to meet this overarching goal, students must be able to demonstrate mastery of the course objectives, or learner outcomes. Issues related to the importance of professional ethics as related to the use of behavior change programs and working with vulnerable populations will be reviewed at length. (Same as PSY 535) Crosslisted with: SPED 535.

SPED 540 - Assessment and Interventions for Social Communication Impairments

Hours: 3

SPED 540 addresses the (a) process of verbal, non-verbal, and paralinguistic communication skills; (b) assessment of communication competence, including social skills; and (c) research-based intervention strategies and effective practices for promoting effective communication for learners with social communication impairments, including Autism Spectrum Disorders. Language development, communication and language-based assessments, social skills training, alternative/augmentative modes of communication, assistive technology devices, and the impact of contextual factors affecting communication competence will be discussed and investigated.

SPED 553 - Cognition, Learning, and Development

Hours: 3

SPED 553 is designed for professionals providing learning and transition services to students with special needs. Consideration is given to cognitive abilities and styles, information processing, memory, and development.

SPED 563 - Secondary Instructional Methods To Support Students with Disabilities

Hours: 3

SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided.

SPED 563A - Secondary Instructional Methods To Support Students with Disabilities

Hours: 3

(Same as SPED 563) SPED 563 presents evidence-based strategies and interventions for students with disabilities. A focus on quality reading, mathematics, writing, and behavioral assessment, strategies, and interventions to support students with disabilities is provided. Crosslisted with: SPED 563.

SPED 572 - Principles of Assessment and Measurement

Hours: 3

(Same as PSY 572) SPED 572 is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores. Prerequisite: Graduate standing.. Prerequisites: Graduate standing.

SPED 573 - Principles of Cognitive Assessment

Hours: 3

The purpose of SPED 573 is to introduce students to principles of cognitive assessment. This course integrates the skills of administration, scoring, and interpretation of major cognitive assessments in the context of recent cognitive theories and research. (Same as: PSY 573) Prerequisites: SPED 572 or consent of Department.

SPED 574 - Principles of Psycho-Educational Assessment

Hours: 3

SPED 574 explores a variety of methods to assess students' academic and behavioral achievement. Test administration, scoring, and interpretation of evaluation results are emphasized. Prerequisites: PSY/SPED 572, SPED 528 and Psy/SPED 573 or consent of Department.

SPED 580 - Current Topics in Special Education

Hours: 3

This course addresses current topics and issues in the special education field. The student will develop an understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Emphasis will be placed on the use of research to support practitioner decision-making. Prerequisites: SpEd 520. Depending on program selected ONE or BOTH from 524 and 526.

SPED 583 - Elementary Instructional Methods To Support Students with Disabilities

Hours: 3

SPED 583 provides students with an understanding of effective reading, writing, and math instruction, with emphasis on the challenges faced by children (K-6) with a wide array of disabilities. Major approaches to informal assessment and remediation in reading and math will be reviewed, enabling students to develop diagnostic-prescriptive programs. In addition, this course will provide students with methods of remediation in handwriting, spelling, and conceptual writing.

SPED 586 - Collaboration, Transition, and Diversity

Hours: 3

SPED 586 explores models of inclusion and transition practices to support students with disabilities. Models of consultation and collaboration are presented for effective inclusion and transition practices. Accommodation strategies for supporting the academic/behavioral and social/emotional needs of students with disabilities in inclusive classrooms will be presented. Culturally competent and responsive practices will be emphasized. Home/school/community collaboration to prepare exceptional students for post-secondary environments through transition programming is emphasized.

SPED 586A - Collaboration, Transition, and Diversity

Hours: 3

(Same as SPED 586) SPED 586 explores models of inclusion and transition practices to support students with disabilities. Models of consultation and collaboration are presented for effective inclusion and transition practices. Accommodation strategies for supporting the academic/behavioral and social/emotional needs of students with disabilities in inclusive classrooms will be presented. Culturally competent and responsive practices will be emphasized. Home/school/community collaboration to prepare exceptional students for post-secondary environments through transition programming is emphasized. Crosslisted with: SPED 586.

SPED 589 - Independent Study

Hours: 3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Note: May be repeated when the topic varies. Prerequisites: Consent of department head.

SPED 595 - Research Literature & Techniques

Hours: 3

SPED 595 introduces students to fundamental research concepts, methods, and practices to address problems in the students' field of interest. Emphasis is placed on review and critique of the literature and the role of research in applied settings. Crosslisted with: COUN 595, PSY 595.

SPED 597 - Special Topic

Hours: 3

Organized class. May be repeated when topics vary.

SPED 605 - Single Subject Designs

Hours: 3

SPED 605 is an introductory level course concentrating on single subject data designs, visual inspection and inference of data and statistical analysis for educational and behaviorally therapeutic interventions and data collection processes. (Same as: PSY 605) Prerequisites: SpEd or PSY 535.

SPED 691 - Educational Diagnostician Practicum

Hours: 3

The major goal of the school-based practicum is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent educational diagnostician. Practicum students can expect to assist their mentor in all of the duties of a practicing educational diagnostician. Prerequisites: B or better in PSY 572, PSY 573, and PSY 574. Must be taken in the last six hours of coursework and have an overall GPA of 3.5.