Special Education

Courses

**SPEC ED 3318 Inclusive Classrooms: 3 semester hours**
Prerequisites: Completion of Level I courses. This class is an introductory overview of inclusive education, the characteristics of special populations in diverse classrooms, and issues related to compliance with state and federal law in serving students with varying needs. In addition, Individualized Education Plans (IEPs) and the eligibility process will be emphasized. Applicable strategies for the successful inclusion of all students that enhance collaboration among relevant stakeholders will be provided.

**SPEC ED 3346 Literacy Assessment and Reading for Students with Special Needs: 3 semester hours**
Prerequisites: Admission to the Teacher Education Program, completion of all Level II education courses. Must be taken during the same semester as SPEC ED 4989. Examination of current research and issues specific to educating students with disabilities in the area of reading. Topics include historical and contemporary perspectives on reading instruction and assessment, and implementation of evidence-based practice to improve phonological awareness, decoding, word recognition, fluency, comprehension, and vocabulary. Written language will also be addressed as it pertains to reading instruction.

**SPEC ED 3349 Cross-Categorical Special Education: 3 semester hours**
Prerequisites: Admission to the Teacher Education Program, completion of all Level II education courses. Study of research-based instructional, behavior, and IEP writing strategies used to assist students with cross-categorical disabilities. Students take this during the same semester as their Practicum I course.

**SPEC ED 3346 Language and Communication of Children with Special Needs: 3 semester hours**
Prerequisites: SPEC ED 3318 and Admission to the Teacher Education Program. This course focuses on language acquisition of children with special needs and the techniques employed by classroom teachers. Emphasis on meaningful culturally responsive strategies to support children's language and communication development. Focus on use of assistive technology and alternative and augmentative communication. Clinical hours required to complete course assignments.

**SPEC ED 4323 Classroom Management and Positive Behavioral Supports in Inclusive Educational Settings: 3 semester hours**
Prerequisites: Admission to Teacher Education Program or consent of instructor. This course establishes healthy and culturally appropriate teacher-student relationships that build successful classroom community and enhance student learning. Teacher candidates develop a culturally appropriate classroom management plan that includes rules, procedures, and expected behaviors and uses problem-solving strategies to resolve behavior problems. In addition, teacher candidates will develop skills to assess, design and implement extensive, individualized, positive behavioral supports. Emphasis is on the candidates developing the social competence of PreK-12 students within diverse inclusive classrooms and engaging families in supportive interactions.

**SPEC ED 4342 Transition Issues and Planning: 3 semester hours**
Prerequisites: SPEC ED 3318 and admission to the Teacher Education Program; or consent of the instructor. This course provides information to teachers and human service professionals who work closely with adolescents and young adults with disabilities. Emphasis is placed on understanding and planning for the transition from school to adult life for students with disabilities. Transition outcomes include employment, residential options, and other developmental concerns. Topics include self-determination, career education and planning, interagency collaboration, vocational and residential issues and resources, and family support and involvement.

**SPEC ED 4989 Special Education Professional Internship: 3 semester hours**
Prerequisites: Level I & Level II requirements and ELE ED 4989. This course is an intensive professional development experience (9 hours per week for 14 weeks) working in a school setting with students with disabilities. Activities on site include assisting the classroom teacher in all areas of instruction, assessment, and classroom management. This course is to be taken during the semester immediately preceding student teaching. This course is to be taken in conjunction with SPEC ED 3349. Assignments from this course are carried out in the Internship, and Internship experiences inform the activities and discussions in this course. Not available for graduate credit.

**SPEC ED 4990 Special Education Student Teaching I: 6 semester hours**
Prerequisites: Completion of Level I, II & III coursework. Must enroll in both SPEC ED 4990 and SPEC ED 4991. Clinical teaching experience in elementary level special education program under university and school supervision. Required of all special education majors; must be taken during the same semester as SPEC ED 4991. Not available for graduate credit.

**SPEC ED 4991 Special Education Student Teaching II: 6 semester hours**
Prerequisites: Completion of all Level I, II and III coursework. Must enroll in both SPEC ED 4990 and SPEC ED 4991. Clinical teaching experiences in secondary school classrooms under university and school supervision. Must be taken during the same semester as SPEC ED 4990. Required for all majors in special education. Not available for graduate credit.

**SPEC ED 6315A Understanding/Implementing Speech & Language Interventions that Assist Chldrn w/ Sp Needs: 3 semester hours**
Prerequisites: Graduate Standing. Study of speech and language development for students with exceptional needs and the techniques employed by classroom teachers to support their learning.

**SPEC ED 6315B Understanding/Implementing Speech & Language Interventions for Spec Needs A: 1 semester hour**
Prerequisites: Admission to Teach For America or Alternative Certification program and must be a practicing teacher with Bachelor Degree. Study of speech and language development for students with exceptional needs and the techniques employed by classroom teachers to support their learning.

**SPEC ED 6315B Understanding/Implementing Speech & Language Interventions for Spec Needs B: 1 semester hour**
Prerequisites: Admission to Teach For America or Alternative Certification program. Must be practicing teacher with Bachelor Degree. Study of speech and language development for students with exceptional needs and the techniques employed by classroom teachers to support their learning.
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**SPEC ED 6325 Advanced Studies in Classroom & Behavior Management:** 3 semester hours
Prerequisite: Graduate Standing. Advanced study of classroom management and applied behavior analysis strategies. Focus on teacher as decision maker in the design, implementation, and evaluation of individual and group management programs with emphasis on functional assessment and positive behavior support.

**SPEC ED 6342 Transition Education for Adult Life:** 3 semester hours
Prerequisites: Graduate standing and completion of Level I and Level II courses. Educators who may work closely with adolescents and young adults with disabilities will learn about planning for the transition from school to adult life for students with disabilities. Transition outcomes may include employment, residential options, and postsecondary education. Advanced topics include self-determination, self-advocacy, career education and planning, interagency collaboration, vocational and residential issues and resources, postsecondary education options and family support and collaboration.

**SPEC ED 6345 Characteristics and Education of Students with High-Incidence Disabilities:** 3 semester hours
Prerequisites: TCH ED 3313 or an equivalent course in psychology of the exceptional child. Advanced study of characteristics of students with high-incidence and cross categorical disabilities and other pertinent issues including inclusion, assessment, and evaluation practices.

**SPEC ED 6346 Reading Instruction and Intervention in Special Education:** 3 semester hours
Prerequisites: Graduate Standing. This course examines current research and issues specific to educating students with disabilities in the area of reading. Topics will include historical and contemporary perspectives on reading instruction and assessment, and implementation of evidence-based practice to improve phonological awareness, decoding, word recognition, fluency, comprehension, and vocabulary. Written language will also be addressed as it pertains to reading instruction. (No credit earned if credit previously earned from SPEC ED 3346).

**SPEC ED 6372 Screening And Diagnosis Of Developmental Delays: Birth To 5 Years:** 3 semester hours
Prerequisite: ED REM 3721. This course addresses the content, techniques, and special problems related to the assessment of children at risk for developmental delays in the birth to five year age range. Students gain experience in construction, administration and interpretation of assessment tools used with young children. Required for certification in severe handicaps and early childhood-special education.

**SPEC ED 6412 Psychology of Exceptional Children:** 3 semester hours
An in-depth analysis of the unique psychological problems of exceptional children and youth. Current psychological theories and research emphasized.

**SPEC ED 6412A Psychology of Exceptional Children: Legislation:** 1 semester hour
Prerequisites: Must hold a completed Bachelor Degree. Students will learn the laws governing Special Education including use of the Individual Education Plan (IEP).

**SPEC ED 6412B Psychology of Exceptional Children: Inclusive Classrooms:** 1 semester hour
Prerequisites: SPEC ED 6412A. This class is an introductory overview of inclusive education, the characteristics of special populations in diverse classrooms, and issues related to compliance with state and federal law in serving students with varying needs. Applicable strategies for the successful inclusion of all students that enhance collaboration among relevant stakeholders will be provided.

**SPEC ED 6415 The Law and Special Education:** 3 semester hours
Prerequisite: Graduate Standing. Special education is governed by an elaborate and extensive body of statutes, regulations, and court decisions. This course will focus on the requirements, history, and evolution of laws impacting special education services; current legal requirements in providing a free appropriate public education (FAPE) to students with disabilities and the procedures to obtain legal information in law libraries and on the Internet; and how to conduct legal research using a variety of sources.

**SPEC ED 6430 Characteristics and Education of Individuals with Low-Incidence Disabilities:** 3 semester hours
Prerequisites: TCH ED 3313 or equivalent course in psychology of the exceptional child; graduate standing. An advanced study of the theoretical and methodological problems related to autism and developmental (low-incidence) disabilities. Particular emphasis on the application of current research findings to issues confronting individuals with autism and developmental disabilities, and family-and community-systems dynamics. Required course for concentration area: Autism and Development Disabilities.

**SPEC ED 6437 Applied Behavior Analysis: Functional Assessment and Interventions:** 3 semester hours
Prerequisites: SPEC ED 6620 with a grade of B or better (or as a co-requisite) or consent of instructor. Study of the evidence-based, best practice principles and interventions of applied behavior analysis strategies. Exploration of approaches that prove effective when designing and implementing functional behavior assessments, positive behavior support techniques, and behavior intervention plans.

**SPEC ED 6443 Characteristics and Education of Students with Learning Disabilities:** 3 semester hours
Prerequisites: TCH ED 3313 or an equivalent course in psychology of exceptional children; graduate standing. Advanced study of the theoretical and methodological problems related to learning disabilities. Particular emphasis on the application of current research findings to the problems confronting learners with learning disabilities.

**SPEC ED 6450 Characteristics and Education of Students with Emotional/Behavioral Disorders:** 3 semester hours
Prerequisites: TCH ED 3313 or an equivalent course in psychology of exceptional children; graduate standing. Advanced study of the problems and characteristics of learners with emotional/behavioral disorders. Particular emphasis on the application of current research findings to problems confronting learners with emotional/behavioral disorders.

**SPEC ED 6462 Introduction to Early Childhood Special Education:** 3 semester hours
Prerequisites: SPEC ED 3313 or equivalent. Study of issues and concepts central to special education of young children with disabilities, and at-risk for disabilities, and their families. Focus on program models, screening and assessment procedures, and curriculum concepts. An ecological perspective is emphasized.

**SPEC ED 6463 Curriculum, Methods, and Materials for Early Childhood Special Ed:** 3 semester hours
Prerequisites: SPEC ED 6462. In-depth study of integrated assessment-based curriculum development for learners in early childhood special education. Emphasis on individualized educational planning and implementation for learners and their families.

**SPEC ED 6492 Practicum in Special Education:** 3-6 semester hours
Prerequisites: Two courses in the area of concentration (developmental disabilities, early childhood special education, emotional/behavioral disorders, or learning disabilities). Supervised experience in the education of learners with disabilities in a school or other appropriate setting.
SPEC ED 6497 Problems: 1-10 semester hours
Prerequisites: TCH ED 3313 or equivalent and consent of instructor. Investigation of a selected problem related to the education of learners with disabilities. To be conducted under the direction of a graduate faculty member.

SPEC ED 6510 History of Disability and Special Education: 3 semester hours
Prerequisite: Consent of Instructor. Provides a historical context for approaching contemporary issues in the education and support of people with disabilities and their families. Requires students to become familiar with methods of retrieval and analysis of historical material.

SPEC ED 6610 Foundations of Autism Spectrum Disorder: Research to Practice: 3 semester hours
Prerequisites: Teaching Certificate and SPEC ED 6437 with a grade of B or higher, or Consent of Instructor. The course focuses on characteristics of children and youth with autism spectrum disorders (ASD); trends and issues connected with ASD; and effective practices and strategies for structuring, managing, and promoting functional/behavioral skills development and interaction among children and youth with ASD.

SPEC ED 6620 Assessment and Interventions for Children and Youth with Autism Spectrum Disorder: 3 semester hours
Prerequisites: SPEC ED 6610 with a grade of B or higher and Teaching Certificate, or Consent of Instructor. The course reviews functions of behavior as a foundation for understanding and completing functional behavior assessments; entails interpreting and graphing collected data; and incorporates intervention practice and applied curriculum modifications.

SPEC ED 6630 Principles of Applied Behavior Analysis: 3 semester hours
Prerequisites: SPEC ED 6620 with a grade of B or higher or Consent of Instructor. Provides a detailed look at the theories, philosophy, and principles of applied behavior analysis. Focus is on applying these principles to assess behavior and develop and implement best practice interventions for reducing problem behaviors and teaching new behaviors to individuals with autism and other developmental disabilities in a variety of settings. Partially meets requirements of national Board Certified Behavior Analyst licensure exam preparation.

SPEC ED 6650 Practicum I in Applied Behavior Analysis: 3 semester hours
Prerequisites: SPEC ED 6630, SPEC ED 6650, and SPEC ED 6660. Provides the opportunity for students to practically apply the principles and standards of ABA in applied settings. Focus is on students actively demonstrating skills in the areas of behavior assessment, behavior intervention development, and implementation, consultation, ongoing evaluation, and training others in a variety of settings with a variety of clients. Access to field site required. Partially meets requirements of national Board Certified Behavior Analyst licensure exam preparation.

SPEC ED 6660 Advanced Applications of Applied Behavior Analysis: 3 semester hours
Prerequisites: SPEC ED 6630 and SPEC ED 6650, each with a grade of B or higher or Consent of Instructor. Provides a detailed look at methods of data collection, teaching new skills, and evaluating teaching strategies. Focus is on applying these methods to develop and implement best practice strategies that teach new behaviors to individuals with autism and other developmental disabilities, and evaluating the efficacy of these methods. Partially meets requirements of national Board Certified Behavior Analyst licensure exam preparation.

SPEC ED 6670 Practicum II in Applied Behavior Analysis: 3 semester hours
Prerequisites: SPEC ED 6670 with minimum grade of B. The course prepares students in the BCBA Program for the ethical and professional practice of Applied Behavior Analysis. Students will learn about the foundations of professional and ethical behavior that ensures high quality of practice in behavior analysis. The course will prepare students for the national Behavior Analyst Certification Board Exam. Students will primarily receive instruction in Ethical Considerations (Content Area #1), but also Behavioral Assessment, Experimental Evaluation of Interventions, and Selecting Intervention Outcomes and Strategies (Content Areas #4, 5, and 8) of the Behavior Analysis Task List-Third Edition.

SPEC ED 6685 Analysis of Verbal Behavior: 3 semester hours
Prerequisites: SPEC ED 6670 with minimum grade of B. Provides a detailed look at B.F. Skinner's analysis of verbal behavior and the behavior analytic and functional approach to teaching language. Focuses on the behavior analytic view of speaking, thinking, writing, feeling, reading, and other verbal behavior. In addition, provides information on how to assess and teach verbal behavior to individuals with developmental disabilities.