

Special Education

Courses

SPEC ED 3318 Inclusive Classrooms: 3 semester hours

Prerequisites: Admission to the Teacher Education Program. This course provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities in inclusive classrooms. Emphasis will be placed on inclusion, diversity issues, federal and state legislative mandates, parental involvement, and individualized education programs. Applicable strategies for the successful inclusion of all students that enhance collaboration among relevant stakeholders will be provided.

SPEC ED 3349 Instructional Practices in Inclusive Education: 3 semester hours

Prerequisites: SPEC ED 3318 and admission to the Teacher Education Program. This course builds on foundational skills for developing an inclusive program that meets the needs of students with disabilities. The course will emphasize research-based instructional, behavioral, and individualized education program (IEP) writing strategies used to assist students with disabilities. Students take this during the same semester as their Practicum 1 course.

SPEC ED 4315 Language and Communication of Children with Disabilities: 3 semester hours

Prerequisites: SPEC ED 3318 and admission to the Teacher Education Program. This course focuses on language acquisition of children with disabilities and techniques/strategies to be employed by general and special education teachers. Emphasis on meaningful culturally responsive strategies to support children's language and communication development. Discuss 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 evidence-based strategies that can be used across the lifespan to prepare people with disabilities for employment, higher education, and community inclusion. Strategies will be applicable to school and community environments and a wide range of stakeholders including educators, human service professionals, families, and advocates. Topics include transition planning, self-determination, person-centered planning, skills assessments, self-advocacy, and family and community collaboration.

SPEC ED 4989 Practicum I: Special Education Site-Based Experience: 3 semester hours

Prerequisites: Accepted Practicum application. This course is a two-day per week intensive, collaborative professional experience in inclusive K-12 settings with emphasis in special education. This course emphasizes improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Practicum I includes mandatory on-site and on-campus seminars which could be scheduled outside of normal class time. Candidates are required to take the appropriate DESE-mandated content exam during Practicum I.

SPEC ED 4990 Practicum II: Special Education Site-Based Experience: 12 semester hours

Prerequisites: Successful completion of Practicum I. This course is a four-day per week intensive, collaborative professional experience in inclusive K-12 settings with an emphasis in special education. This course emphasizes improving student learning outcomes, data-driven instruction, classroom management, and video use and analysis. Practicum II includes mandatory on-site and on-campus seminars, which could be scheduled outside of normal class time. Candidates are required to take the appropriate DESE-mandated content exam during Practicum II.

SPEC ED 5303 Instructional Practices: 3 semester hours

Prerequisites: Graduate standing. This course provides an in-depth examination of methods and techniques for use in the education of students receiving special education services in inclusive settings. The purpose of this course is to develop foundational skills for setting up an inclusive program that meets the needs of students with disabilities in general education settings. The course emphasizes many of the behind-the-scenes practices, strategies and activities that must be included on a regular basis to make inclusive education effective and efficient.

SPEC ED 5989 Practicum I: Special Education Site-Based Experience: 2 semester hours

Prerequisites: Approval of program coordinator. This course is an intensive professional development experience in P-12 settings with emphasis in special education. On-site activities include skill development in all areas of instruction, assessment, and classroom management. Candidates must hold a bachelor's degree and be admitted to Teach for America or Teach Residency.

SPEC ED 6315 Speech and Language Interventions for Children with Disabilities: 3 semester hours

Prerequisites: Graduate standing. This course focuses on language acquisition, speech and language disabilities, and evidence-based practices that can be employed by classroom teachers in inclusive classrooms. Emphasis is on identifying culturally responsive and research-based strategies to support language and communication development as well as the use of assistive technology and alternative and augmentative communication.

SPEC ED 6315T Addressing Speech and Language Interventions for Teachers in Residence: 2 semester hours

Prerequisites: Graduate standing. This course for teachers in residence focuses on language acquisition, speech and language disabilities, and evidence-based practices that can be employed by classroom teachers in inclusive classrooms. The focus is on finding culturally responsive, research-backed methods to enhance language and communication skills, including the use of assistive technology and alternative augmentative communication tools.

SPEC ED 6325 Positive Behavior Interventions for Individual, Classroom, and School-wide Systems: 3 semester hours

Prerequisites: Graduate standing. This course provides an overview of evidence-based practice for individual, classroom and school-wide positive behavior interventions. It presents strategies to enrich the school environment and facilitate student learning. The focus is on function-based assessment and interventions and the implementation of positive-behavior support practices to decrease challenging behaviors and increase appropriate behaviors in students of various ages and grade levels.

SPEC ED 6325T Positive Behavior Interventions for Teachers in Residence: 3 semester hours

Prerequisites: Admission to Teach Residency program. This course provides teachers in residence with an overview of evidence-based practice for individual, classroom and school-wide positive behavior interventions. It presents strategies to enrich the school environment and facilitate student learning. The focus is on function-based assessment and interventions and the implementation of positive-behavior support practices to decrease challenging behaviors and increase appropriate behaviors in students of various ages and grade levels.

SPEC ED 6342 Advanced Transition Issues and Planning: 3 semester hours

Prerequisites: Graduate standing. This course helps educators who work closely with adolescents and young adults with disabilities 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 6342T Advanced Transition Issues and Planning for Teachers in Residence: 3 semester hours

Prerequisites: Admission to Teach Residency program. This course helps teachers in residence who work closely with adolescents and young adults with disabilities learn about planning for the transition from school to adult life. Transition outcomes may include employment, residential options, and postsecondary education.

SPEC ED 6343 Advocacy and Leadership in Transition: 3 semester hours

Prerequisites: Graduate standing and SPEC ED 6342. This course focuses on developing students' ability to use transition research to develop, lead, and advocate for transition issues and programming in their school and district. Emphasis is placed on developing students' ability to advocate for transition services and to lead teams of transition stakeholders. Topics include transition legislation and policy, model transition programs, interagency collaboration, advocacy in transition, leadership in transition, transition curricula, and promoting inclusive practices.

SPEC ED 6344 Research in Transition: Practices for Postschool Success: 3 semester hours

Prerequisites: Graduate standing and SPEC ED 6342. This course focuses on developing students' ability to use transition research to promote positive post-school outcomes for transition aged students with disabilities. Emphasis is placed on identifying, evaluating, and implementing evidence-based transition instruction and activities for students with disabilities. Topics include transition assessment, evidence-based transition instruction, early and advanced work-based learning experiences, self-determination, and models of post-secondary education.

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 6346T Reading Instruction and Intervention in Special Education for Teachers in Residence: 3 semester hours

Prerequisites: Admission to Teach Residency program. This course examines current research and issues specific to educating students with disabilities in the area of reading for teachers in residence. 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.

SPEC ED 6372 Screening and Diagnosis of Developmental Delays: Birth to 5 Years: 3 semester hours

Prerequisite: Graduate standing. 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.

SPEC ED 6410 Collaboration for Families and Schools in Inclusive Communities: 3 semester hours

Prerequisites: Graduate standing. This course focuses on the role of the practitioner as a collaborative partner with families and professionals in the school system, service system, and community. Candidates learn how collaborative partnerships contribute to improved student outcomes and enhance the role of practitioners as a resource for instruction, inclusion, and futures planning. The course also reviews (a) the roles of practitioners and other stakeholders in the collaboration process, (b) the knowledge and skills needed to effectively collaborate with families and professionals, and (c) the interpersonal skills necessary for successful collaboration.

SPEC ED 6412 Foundations of Inclusive Education: 3 semester hours

Prerequisites: Graduate standing. This course is designed for general educators, special educators, counselors, supervisors, and administrators, this course examines characteristics of students with disabilities and introduces instructional strategies to support inclusion and student success. It reviews the legal foundations and requirements of special education and the collaborative role of general and special educators in the implementation of individualized education programs (IEPs).

SPEC ED 6412T Foundations of Inclusive Education for Teachers in Residence: 2-3 semester hours

Prerequisites: Graduate standing. This course for teachers in residence examines the characteristics of students with disabilities and introduces instructional strategies to support inclusion and student success. It reviews the legal foundations and requirements of special education, highlighting the collaborative role of general and special educators in implementing individualized education programs (IEPs).

SPEC ED 6413 Organizational Foundations and Practices for Inclusive Education: 3 semester hours

Prerequisites: Graduate standing. This course offers an in-depth understanding of issues that frame access and equity for students with disabilities in inclusive educational settings by critically examining the structural and systemic framework that regulates the education of students with disabilities. This course explores current pedagogical practices and frameworks within the field of special education that focus on building skills as an inclusive educator.

SPEC ED 6415 Disability Law and Policy: 3 semester hours

Prerequisites: Graduate standing. This course focuses 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 how to conduct legal research using a variety of sources.

SPEC ED 6415T Disability Law and Policy for Teachers in Residence: 3 semester hours

Prerequisites: Admission to Teach Residency. This course for teachers in residence focuses 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 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 6440 Research in Inclusive Education: Disability, School, & Culture: 3 semester hours

Prerequisites: Graduate standing. This course examines foundational issues in social and educational policy for students with disabilities, specifically as it relates to inclusion, as well as explores research on the historical, philosophical, sociological, and economic dimensions of inclusion in school and community settings for individuals with disabilities and their families. Candidates learn about the relationship between theory and practice and develop self-analytic, reflective, and problem-solving skills in pedagogical contexts.

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 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 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 6610 Foundations of Autism Spectrum Disorder: Research to Practice: 3 semester hours

Prerequisites: SPEC ED 6437 with a grade of B or higher and a teaching certificate 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 6641 Basic Principles and Concepts of Behavior Analysis: 3 semester hours

Prerequisites: Graduate standing. This course provides an overview of the basic principles and concepts of behavior analysis and an introduction to the functional approach of human behavior in the context of applied behavior analysis.

SPEC ED 6642 Behavior Assessment: 3 semester hours

Prerequisites: SPEC ED 6641 with minimum grade of B or consent of instructor. This course provides instruction on the diverse methods of behavior assessment employed in behavior analytical applications, the considerations when selecting and prioritizing behavior goals for intervention, and the expectations when writing behavior intervention plans.

SPEC ED 6643 Research Methods in Applied Behavior Analysis: 3 semester hours

Prerequisites: SPEC ED 6641 with minimum grade of B or consent of instructor. This course provides instruction on research-based, single-case design in applied behavior analysis, measurement procedures in behavior analytical practice and research, and evaluation of research designs.

SPEC ED 6644 Behavior Interventions in Applied Behavior Analysis: 3 semester hours

Prerequisites: SPEC ED 6641 and SPEC ED 6642 with minimum grade of B or consent of instructor. This course provides instructions related to behavior-change procedures for the acquisition of basic to complex skills and reduction of maladaptive behavior, as well as the methods for identifying evidence-based behavior interventions.

SPEC ED 6645 Ethics and Professionalism in Applied Behavior Analysis: 3 semester hours

Prerequisites: SPEC ED 6641 with minimum grade of B or consent of instructor. This course prepares students for the ethical and professional practice of applied behavior analysis. Students learn the foundations of professional and ethical behavior needed to ensure a high quality of practice in behavior analysis.

SPEC ED 6646 Verbal Behavior Concepts and Applications: 3 semester hours

Prerequisites: SPEC ED 6644 with minimum grade of B or consent of instructor. This course provides a detailed look at Skinner's analysis of verbal behavior and the behavior analytic and functional approach of language. This course focuses on the behavior analytic view of speaking and listening responses and the development of complex language.

SPEC ED 6647 Advanced Concepts and Principles in Behavior Analysis: 3 semester hours

Prerequisites: SPEC ED 6641 with minimum grade of B or consent of instructor. This course provides a detailed look at the theories, philosophy, and principles of applied behavior analysis. The course focuses on the philosophical basis of applied behavior analysis and introduces advanced concepts and special topics in behavior analysis.

SPEC ED 6648 Behavior-Based Consultation and Supervision: 3 semester hours

Prerequisites: SPEC ED 6644 with minimum grade of B or consent of instructor. This course provides instruction on evidence-based, best practice interventions in professionalism, staff training, monitoring, supervision, and the behavior analytical approach to staff management.

SPEC ED 6651 Practicum I in Applied Behavior Analysis: 2 semester hours

Prerequisites: SPEC ED 6641 and SPEC ED 6642 with minimum grade of B in both courses, or consent of instructor. This course provides students with opportunities to use principles and standards of behavior analysis in applied settings. Students develop skills in the areas of behavior observation and measurement in clinical settings.

SPEC ED 6652 Practicum II in Applied Behavior Analysis: 2 semester hours

Prerequisites: SPEC ED 6643 and SPEC ED 6651 with minimum grade of B in both courses. This course provides students with opportunities to use principles and standards of behavior analysis in applied settings. Students develop skills in the areas of behavior measurement and research in clinical settings.

SPEC ED 6653 Practicum III in Applied Behavior Analysis: 2 semester hours

Prerequisites: SPEC ED 6644 and SPEC ED 6652 with minimum grade of B in both courses. This course provides students with opportunities to use principles and standards of behavior analysis in applied settings. Students develop skills in the areas of behavior intervention to decrease maladaptive behavior and increase functional skills.

SPEC ED 6654 Practicum IV in Applied Behavior Analysis: 2-3 semester hours

Prerequisites: SPEC ED 6646 and SPEC ED 6653 with minimum grade of B in both courses. This course provides students with opportunities to use principles and standards of behavior analysis in applied settings. Students develop skills in the areas of behavior interventions to increase functional and communication skills.

SPEC ED 6655 Practicum V in Applied Behavior Analysis: 2 semester hours

Prerequisites: SPEC ED 6648 and SPEC ED 6654 with minimum grade of B in both courses. This course provides students with opportunities to use principles and standards of behavior analysis in applied settings. Students develop skills in the areas of staff performance assessment and training.

SPEC ED 6661 Thesis in Applied Behavior Analysis: 1-7 semester hours

Prerequisites: SPEC ED 6643 and SPEC ED 6644 with minimum grade of B in both courses. This course provides students with opportunities to integrate knowledge through developing, completing, and publicly presenting a thesis in ABA research. Students develop a proposal to replicate studies already published in the literature or to conduct a new research project. This course may be repeated for a maximum of seven credit hours.

SPEC ED 6662 Capstone II in Applied Behavior Analysis: 3 semester hours

Prerequisites: SPEC ED 6661 with minimum grade of B. This course provides students with opportunities to integrate knowledge through developing, completing, and publicly presenting an action research project. Students implement a proposed research project and present on the process and results of the project.