

## Special Education (SPED)

### Courses

#### **SPED 330 Special Topics in Special Education 1-3 Credits**

Current issues in the education of individuals with special needs. Titles vary.

**Repeat Status:** Course may be repeated.

#### **SPED 332 Introduction to Inclusion and Exceptional Education 3 Credits**

Overview of social, developmental, legal, and educational issues and practices related to the special education of individuals with disabilities. Covers social, environmental, and physiological etiology; development; identification; learning characteristics; and needs of individuals identified for special education. Emphasizes meeting diverse needs of students in general education classrooms through evidence-based practices and adaptations matched to learner needs. Addresses legal rights of students and their families, as well as legal responsibilities of teachers as required by IDEIA and other related special legislation.

#### **SPED 338 Emotional and Behavioral Disorders of Children 3 Credits**

Definition, classification, etiology, treatment, and historical perspective of children and adolescent disorders.

#### **SPED 402 (SCHP 402) Applied Behavior Analysis 3 Credits**

Theory and application of behavior modification methods in classroom and clinical settings. Topics include behavior analysis, outcome research, task utilization, and single case research.

#### **SPED 404 (TLT 404) Cultural and Linguistic Diversity 3 Credits**

All teachers need to gain an understanding of how to support culturally and linguistically diverse students, particularly multilingual learners (MLs). This course explores the systemic disadvantage and bias MLs experience in the school system. It will offer best practices and concrete strategies that teachers can implement to challenge systemic disadvantages MLs face in classrooms and schools. With the understanding that students have complex identities and needs, throughout the course, the heterogeneity of culturally and linguistically diverse students will be emphasized.

#### **SPED 408 Basic Principles of Behavior 3 Credits**

This course examines the core concepts of applied behavior analysis. Principles describing the influence of environmental events on behavior change and strategies that can be applied to make behavior change socially meaningful in school, home, and community settings will also be covered. Topics include respondent and operant conditioning, reinforcement, punishment, extinction, stimulus discrimination, motivation operations, verbal behavior, and imitation and observational learning.

**Repeat Status:** Course may be repeated.

#### **SPED 409 (TLT 409) K-12 Classroom Environment and Management 3 Credits**

Designing inclusive classroom environments that maximize learning. Emphasis on fostering a positive learning environment using evidence-based classroom management strategies for all learners, including students with disabilities and those from culturally and linguistically diverse backgrounds. Addresses function-based thinking to understand behavior problems and identify appropriate interventions. Includes discussion of manifestation of both internalizing and externalizing problems and related interventions.

#### **SPED 410 Behavior Analysts: Ethics and Professional Conduct 3 Credits**

This course is designed to provide students an in-depth review of the BACB Professional and Ethics Compliance Code for Behavior Analysts and other relevant content and readings that further support student understanding of the topic area. Class discussions, review of case studies, and student-lead small group problem-solving activities will enable students to apply ethical and professional standards to their work, further promoting quality interactions between the children and adults they serve, families, teachers, and other stakeholders.

#### **SPED 411 (TLT 411) Early Childhood Education 3 Credits**

Introduction to development of early childhood education in the U.S. Emphasizes evidence-based methods and materials to assist young children in the learning process, including arrangement of indoor/outdoor space, developmentally appropriate practices, and the design of instruction to foster young children's emotional, social, language, cognitive, physical, and creative development. Includes embedded instruction and adaptations for students with identified disabilities, children at risk for developing disabilities, and children with culturally and linguistically diverse backgrounds, and family collaboration within the instructional planning process.

#### **SPED 412 Organizational Behavior Management 3 Credits**

This course provides an introduction to organizational behavior management (OBM). Students will learn how to assess work environments and implement function-based antecedent and consequent interventions with the goal of improving employee performance and business outcomes. Topics include performance analysis and management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership. Through a review of relevant literature and case studies, students will learn how to approach complex ethical scenarios and promote a diverse, equitable, and inclusive organizational culture.

**Repeat Status:** Course may be repeated.

**Prerequisites:** SPED 408

**Can be taken Concurrently:** SPED 408

#### **SPED 416 Autism Spectrum Disorders and Evidence-Based Practices 3 Credits**

This course provides an overview of Autism Spectrum Disorders (ASD) and an introduction to the evidence based practices (EBPs) for practitioners, based on recently published and publicly available reports and other supporting materials. Assignments help students translate EBPs, grounded in Applied Behavior Analysis (ABA), into concrete goals and practices that have a meaningful impact on the day-to-day functioning of students with ASD.

#### **SPED 418 Alternative Curricular Approaches 3 Credits**

Curricular and instructional methods for students with pervasive support needs (e.g., intellectual disabilities, autism) who follow an alternative or modified curriculum. Methods for developing an individualized curriculum, embedding instruction and accessing the general education curriculum, systematic instruction, and instruction for full participation in school, home, and community settings are covered. Strategies for facilitating emergent social and communication skills, teaching augmentative and alternative communication, and use of assistive technologies to enhance self-directed learning are included.

#### **SPED 419 Intensive Intervention in Reading 3 Credits**

Methods course designed to address the needs of students with disabilities to increase knowledge of instruction of comprehensive pre-literacy and literacy skills and their components. Additionally, pre-reading, reading, language arts, mathematics, and content area reading literacy skills in primary and elementary settings will be addressed. Emphasis on instructional planning, differentiated instructional strategies, appropriate assessments modifications, and adaptations needed for use with individuals with disabilities through a conceptual foundation in the components of reading and the integration of research validated interventions.

#### **SPED 420 Field Experience: Special Education Certification 1-3 Credits**

Intensive practice in the application of principles of teaching for special education settings in a supervised internship in the schools. Regular meetings among student teachers for critical analysis and discussion of classroom instructional practices, as illustrated by the student teachers' experiences in the schools. Practical mentoring on professionalism, applying differentiated instructional models in real-world settings, and aligning instruction with standards. Consent of program director required.

**Repeat Status:** Course may be repeated.

**SPED 421 Intensive Intervention in Mathematics and Content Area Literacy 3 Credits**

Methods course designed to increase knowledge of core components of reading in secondary settings, language arts, mathematics, and content area literacy skills for students with disabilities and those who are culturally and/or linguistically diverse. Emphasis on instructional planning, differentiated instructional strategies, appropriate assessments, modifications, and adaptations needed for use with individuals with disabilities through a conceptual foundation in the components of reading and the integration of research validated interventions.

**SPED 422 Theory & Philosophy in Behavior Analysis 3 Credits**

This course will examine the field of human and animal learning, including operant and classical conditioning. The history and evolution of psychology and the science of behavior will be discussed. The course will provide a foundation for understanding the behaviorism of B. F. Skinner. In addition, the course will describe current applications of applied behavior analysis.

**Repeat Status:** Course may be repeated.

**SPED 423 Supporting Transition for Individuals with Disabilities 3 Credits**

Best instructional practices for preparing students for the early childhood transition into special education and the transition to post-school adult life: employment, post-secondary education, and community participation in inclusive settings. Topics include transition planning, person-centered and work-based assessments, family and interagency collaboration, innovative post-school and in-school transition services, and self-determination. Evidence-based practices to promote positive student outcomes are emphasized.

**SPED 425 Applied Behavior Analysis Practicum 1-6 Credits**

This practicum is designed to shape supervisee's clinical and behavioral skills as well as his/her professional, ethical, and collegial behavior. This experience embeds the concepts, principles, methods, and applications of behavior analysis learned in the course sequence and applies them to educational, clinical, and community/home settings.

**Repeat Status:** Course may be repeated.

**SPED 427 Contemporary Service Delivery Models 3 Credits**

This course is to provide students with knowledge and skills related to contemporary academic and behavioral service delivery models such as multi-tier systems of supports (MTSS). Relevant research literature will be explored to promote critical reflection on the models. Students will gain knowledge and skills in the following areas: (1) core components of service delivery models; (2) implementation of the services delivery model within k-12 schools; and (3) legal, ethical, and administrative issues related to service delivery implementation.

**SPED 429 Professional Seminar 3 Credits**

Master's seminar on current issues in the area of special education and research design. Must have 18 graduate credits in special education.

**SPED 430 Advanced Seminar in Special Education 3 Credits**

Advanced issues relating to the field of special education. Titles will vary.

**Repeat Status:** Course may be repeated.

**SPED 432 Positive Behavior Support 3 Credits**

Addresses tiered models of prevention and support. Includes design of comprehensive, multi-component behavior support plans for individuals with a variety of disabilities who engage in problem behavior. Emphasis on functional assessment and evidence-based interventions. Assessment focuses on the link between curriculum, academic performance, and behavior problems. Addresses mental health challenges, the role of various school-based professionals, and collaboration across agencies. Promotes consideration of diverse populations for understanding behavioral differences. Describes strategies for ongoing monitoring and maintenance of behavior reductions.

**SPED 434 Applied Research Practicum 1-3 Credits**

Designing and conducting research projects in applied settings.

**SPED 440 Early Academic Intervention 3 Credits**

Explores the potential effectiveness of interventions to prevent academic failure of children at risk for learning difficulties. Emphasis on research-based interventions in the areas of beginning reading, language and vocabulary, writing and spelling, awareness of print and exposure to print, and mathematics (number sense).

**SPED 442 (TLT 442) General Education and Special Education Student Teaching and Seminar 4-6 Credits**

Intensive practice in the application of principles of teaching for both general and special education settings in a supervised internship in the schools (for dual certification). Regular meetings among student teachers for critical analysis and discussion of classroom instructional practices, as illustrated by the student teachers' experiences in the schools. Practical mentoring on professionalism, applying differentiated instructional models in real-world setting, and aligning instruction with standards. Consent of program director required.

**SPED 443 Special Education Student Teaching and Seminar 3-6 Credits**

Intensive practice in the application of principles of teaching for special education settings in a supervised internship in the schools. Regular meetings among student teachers for critical analysis and discussion of classroom instructional practices, as illustrated by the student teachers' experiences in the schools. Practical mentoring on professionalism, applying differentiated instructional models in real-world settings, and aligning instruction with standards. Consent of program director required.

**SPED 446 Research Methods in Behavior Analysis 3 Credits**

This course focuses on research methods in behavior analysis. Students will develop operational definitions and identify data collection methods. Students will learn basic single case experimental designs and how to assess internal and external validity. Students will analyze and interpret graphic data. Students will understand treatment integrity and social validity. Students will summarize and critically evaluate single case design research studies. Finally, students will describe ethical conduct in conducting research in school, home, and community settings to improve life quality.

**Repeat Status:** Course may be repeated.

**Prerequisites:** SPED 408

**Can be taken Concurrently:** SPED 408

**SPED 452 Assessment in Special Education 3 Credits**

Identification, administration and interpretation of a variety of assessments used for planning and to determine special education eligibility and to assess social, emotional, behavioral, and academic functioning. Discusses strengths and limitations of various models and assessment, both formal and informal, instruments used to evaluate the need for special education. Describes strategies to enhance the relationship between assessment and service delivery. Addresses assessment practices to identify curricular needs consistent with the RtII framework.

**SPED 454 Behavior Assessment 3 Credits**

This course focuses on behavior assessment. It covers descriptive and functional assessment of problematic behavior, as well as functional analysis. Students learn to conduct record review, determine the need for behavior analytic services, select socially significant behavior-change goals, and conduct skill and preference assessment. Through case studies, students learn to describe the common functions of behavior. Examples of multi-disciplinary applications of behavior assessment are presented.

**Repeat Status:** Course may be repeated.

**Prerequisites:** SPED 408

**SPED 455 Intervention and Behavior Change 3 Credits**

This course teaches the application of behavior analytic principles across varied child, adult, and health contexts. Training is provided for procedures such as reinforcement, punishment, motivating operations, modeling, stimulus control, rules, shaping and chaining. Students explore methods for teaching simple to complex repertoires, using discrete trials, Skinner's analysis of verbal behavior, group contingencies, self-management, and strategies to maintain and generalize behavior. Topics include behavior change applications from a range of subject-matter experts across multiple uses of applied behavior analysis.

**Repeat Status:** Course may be repeated.

**Prerequisites:** SPED 454

**SPED 465 Advanced Inclusionary Practices in K-12 3 Credits**

Advanced techniques grounded in current research-based methods and best practice for educating and assessing students with disabilities, students from diverse backgrounds, and English language learners using a standards-aligned system. Accommodations, modifications, planning for physical and instructional inclusion through embedded strategic instruction, adaptations, and curriculum overlapping. Addresses decision hierarchies for level of instructional adaptation and social inclusion methods through social facilitation techniques. Explores critical factors in developing, implementing, and modifying curriculum using evidence-based practices. Explores collaborative co-planning and co-teaching models.

**Prerequisites:** SPED 332

**SPED 482 Practicum in University Teaching: Special Education 1-4 Credits**

Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in Special Education. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair. May be repeated for credit.

**Repeat Status:** Course may be repeated.

**SPED 490 Doctoral Seminar in Special Education 3 Credits**

Advanced knowledge of issues and research in the education of individuals with special needs. Topics will vary. Must be admitted for doctoral studies.

**Repeat Status:** Course may be repeated.

**SPED 499 Dissertation 1-15 Credits**

**Repeat Status:** Course may be repeated.