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 English learners (ELs). This course explores the systemic disadvantage and bias ELs experience in the school system. It will offer best practices and concrete strategies that teachers can implement to challenge systemic disadvantages ELs 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 405 (TLT 405) Principles and Applications of K-12 Assessment 3 Credits
Assessment applied to learning in classroom learning environments, including universal screening and progress monitoring. Discusses assessment approaches, ways to implement assessment, and use of assessment tools to monitor all students, including ELL and students with disabilities. Use of data-management and grading systems. Addresses diagnostic assessments for student placement and analysis of assessment data to tailor instruction to diverse student needs. Emphasis on research-based practices of assessment to inform instructional decision-making consistent with the RtI framework.

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 others stakeholders.
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.
Repeat Status: Course may be repeated.

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.
Repeat Status: Course may be repeated.

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.
Repeat Status: Course may be repeated.

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 (1-6 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 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 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 RtI framework.

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.