

# SPECIAL EDUCATION & COMMUNICATION DISORDERS (SPED)

## Special Education & Communication Disorders Graduate Courses

### SPED 8000 SPECIAL PROJECTS (1-3 credits)

This course is designed to allow graduate candidates to pursue independent study of a topic under the direction and guidance of a faculty member. Topics studied and the nature of the learning activities is mutually agreed upon by the candidate and instructor.

**Prerequisite(s):** Permission by the instructor. Not open to non-degree graduate students.

### SPED 8016 MENTAL HEALTH IN SCHOOLS: RISK FACTORS AND INTERVENTIONS (3 credits)

This course explores the role that educators and school mental health professionals play in identifying the risk factors and warning signs of children and youth with mental health concerns. Students will understand the risk and protective factors at the individual, family, school, and community level as related to children and youth's mental health.

The course will provide an overview of externalizing and internalizing disorders as well as school-based and community-based treatments and interventions. (Cross-listed with COUN 4010, COUN 8016, SPED 4010).

**Prerequisite(s):** Not open to non-degree graduate students.

### SPED 8030 TEACHING STUDENTS WITH EXCEPTIONALITIES (3 credits)

This course is designed to describe the characteristics and learning styles of students with various exceptional learning needs. This course also is intended to provide candidates with a knowledge base for the foundation of special education including the basic procedural flow of referral, identification and instruction and strategies for modifying the learning environment and individualizing instruction.

**Prerequisite(s):** Graduate standing.

### SPED 8046 WORKSHOP IN SPECIAL EDUCATION OR SPEECH-LANGUAGE PATHOLOGY (1-6 credits)

The purpose of this course is to provide workshops or special seminars in the area of special education and communication disorders. This course will prepare graduate candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. (Cross-listed with SPED 4040).

**Prerequisite(s):** Must have graduate status and permission.

### SPED 8080 SPECIAL EDUCATION FIELD EXPERIENCE SEMINAR (0 credits)

This course is designed to support special education teacher candidates as they begin to put into practice those principles, skills, and procedures that will be presented in their advanced courses. This course will offer 5 seminars throughout the semester that will provide an overview of the field experience, an explanation of the Council for Exceptional Children (CEC) Professional Ethical Principles, knowledge related to direct explicit instruction, evidence-based intervention, the Individual Education Program, lesson planning, and progress monitoring.

**Prerequisite(s):** Admitted to the Accelerated Special Education Program. Not open to non-degree graduate students.

### SPED 8100 RESEARCH PROJECTS (1-3 credits)

The purpose of this course is to allow candidates to participate in research activities other than those related to the thesis. Specific course content and type of research will be dependent on the nature of the intended research and must be approved by the supervising advisor and Department Chair prior to registration.

**Prerequisite(s):** Graduate standing and admitted into a special education or speech-language pathology program of study.

### SPED 8120 HIGH INCIDENCE DISABILITIES (3 credits)

This introductory course is designed to examine characteristics of learners with high incidence disabilities and the impact of those characteristics on learning. The focus will be on the manifestation of disabilities including learning disabilities, behavior disorders, mild to moderate intellectual disabilities, speech and language disorders, attention-deficit hyperactivity disorders, and autism spectrum disorders. Response to intervention procedures, and how they align with special education processes will be taught.

**Prerequisite(s):** Graduate Standing.

### SPED 8236 LANGUAGE DEVELOPMENT AND DISORDERS FOR TEACHERS (3 credits)

This course is designed to introduce the candidate to the nature and structure of language, current theories of language, normal first and second language development, language disorders, multicultural issues in language assessment, and contemporary classroom management of language deficits. The topics will be examined from an educational perspective to enhance the teachers knowledge of language and to facilitate classroom management of language deficits exhibited by exceptional children in grades pre-K through 12. (Cross-listed with SPED 4230).

**Prerequisite(s):** Admission to Graduate College

### SPED 8250 LITERACY ASSESSMENT AND INTERVENTIONS FOR STUDENTS WITH DISABILITIES (3 credits)

This course is designed to provide graduate candidates skills and strategies for instructing students with high incidence disabilities, including dyslexia, that struggle to acquire literacy skills. Emphasis is placed on diagnosis and assessment of specific reading and writing difficulties to determine effective instructional strategies. Instructional strategies will address modifications directed at teaching oral language, reading, writing, and spelling skills.

**Prerequisite(s):** Admission to the Master of Science degree program in special education or permission of the instructor. Not open to non-degree graduate students.

### SPED 8260 DYSLLEXIA: FOUNDATIONS & SCIENCE OF READING (3 credits)

This course will address the critical components of language and literacy development and will introduce graduate students to the nature and needs of students with dyslexia. The course will focus on what dyslexia is, characteristics of children and youth with dyslexia and other learning disabilities, and the effects of dyslexia on learning to read and write. The course will also discuss important historical developments in the field, relevant laws, the science of reading, and policies as they relate to dyslexia.

**Prerequisite(s):** Admittance to Dyslexia certificate program/cohort OR Admittance to Special Education graduate program OR Master's in Literacy program. Not open to non-degree graduate students.

### SPED 8300 READINGS IN SPECIAL EDUCATION (1-3 credits)

Reading and discussion of current methodological developments, research, and innovations in special education.

**Prerequisite(s):** Admission to the graduate program in special education. Not open to non-degree graduate students.

**SPED 8330 ASSESSMENT OF YOUNG CHILDREN IN INCLUSIVE SETTINGS (3 credits)**

This course is designed to help students apply effective and culturally responsive practices for assessment in early childhood inclusive education (for children ages birth to eight years). Selection and use of tools/techniques to collect data, analysis of results, and application of results for planning curriculum and interventions will be addressed within the context of key purposes of assessment in the field of early childhood inclusive education.

**Prerequisite(s):** Graduate status.

**SPED 8360 DYSLEXIA: LANGUAGE ESSENTIALS (3 credits)**

This course is designed to address the neurobiological elements and origins of dyslexia. This includes its effect on language and literacy development, and variations in the processing and development of language, and literacy elements for students with and without dyslexia. This course will also address linguistic structures of and historical influences on the English language.

**Prerequisite(s):** Admittance to Dyslexia Specialist Certificate program/cohort OR Admittance to special education graduate program OR Admittance to Master's of Literacy program. Not open to non-degree graduate students.

**SPED 8390 REFLECTIVE TEACHING PRACTICES IN EARLY CHILDHOOD INCLUSIVE EDUCATION (3 credits)**

This advanced methods course is designed to guide early childhood inclusive educators in the selection and implementation of evidence-based practices that will meet the learning needs of a diverse array of young children (birth to age 8). There will be a focus on creating effective classroom environments, supporting individual learning needs of all children in the classroom/program, tailoring instruction, embedding learning opportunities within integrated curriculum and daily routines to address children's goals, and partnering with families and colleagues. There is an emphasis on cultural responsiveness and educators' reflection upon their practices.

**Prerequisite(s):** Graduate status

**SPED 8580 INSTRUCTIONAL METHODS AND INTERVENTIONS IN SPECIAL EDUCATION (3 credits)**

This course is designed to describe the various instructional methods that have been used successfully in supporting students with disabilities in a variety of settings. This course is intended to provide students with knowledge and evidence-based teaching strategies essential for modifying the learning environment and individualizing instruction for students with disabilities. In addition, teaching methods will focus on academic curriculum lesson planning, development of IEPs, selection of instructional methods and materials, explicit instruction, and universal design for learning (UDL).

**Prerequisite(s):** Admission into a Special Education Master's program and SPED 8120. Not open to non-degree graduate students.

**SPED 8656 TRANSITION PLANNING (3 credits)**

Curriculum oriented for teachers and related professionals to work with the career development and transition of individuals with disabilities within a multicultural and global society. Includes information for elementary through adulthood with emphasis on transition from high school to community living. (Cross-listed with SPED 4650).

**Prerequisite(s):** SPED 1500. Not open to non-degree graduate students.

**SPED 8660 DYSLEXIA: ASSESSMENT FOR INSTRUCTIONAL PLANNING (3 credits)**

This course is designed to address the principles and practices of effective assessment for students with dyslexia. This course will include the various purposes of assessment, the psychometric properties of high-quality assessment tools used to identify and support students with dyslexia, and important issues related to test administration. Graduate students will identify effective assessment tools appropriate for use with students with dyslexia, develop informal assessment procedures and plans, and interpret assessment data to design appropriate interventions for students with dyslexia.

**Prerequisite(s):** Admittance to Dyslexia certificate program/cohort OR Admittance to special education graduate program OR admittance to the Master's in Literacy program AND SPED 8260 & SPED 8360. Not open to non-degree graduate students.

**SPED 8670 MATH INTERVENTIONS (3 credits)**

The purpose of this course is to prepare graduate candidates to teach, co-teach or consult in the area of mathematics interventions. Graduate candidates will examine and apply the existing research in mathematics instruction for students with exceptional needs.

**Prerequisite(s):** Admission to the graduate program in Special Education. Not open to non-degree graduate students.

**SPED 8690 DYSLEXIA: STRUCTURED LITERACY INSTRUCTION (3 credits)**

This course is designed to address the principles and components of evidence-based literacy interventions for students with dyslexia. This will include the stages of literacy development, the characteristics and challenges of PK-12 students as they develop literacy skills, effective interventions in specific components of literacy, principles of structured literacy, direct instruction, and multisensory instruction, and the issues involved in designing comprehensive literacy interventions and programs for students with dyslexia.

**Prerequisite(s):** Admittance to Dyslexia certificate program/cohort OR Admittance to Special Education graduate program Or Admittance to Master's in Literacy AND SPED 8260 and SPED 8360. Not open to non-degree graduate students.

**SPED 8700 SEMINAR IN SPECIAL EDUCATION (3 credits)**

The seminar in Special Education is designed to be one of the very last courses taken by a master's degree candidate. Content covers a wide range of topics such as: 1) continuum of care; 2) educational and community service systems; 3) legislation; 4) family concerns; and 5) comparative special education. Each candidate develops a teaching module on one of the course topics, which is discussed and evaluated in class.

**Prerequisite(s):** Graduate standing.

**SPED 8720 GRADUATE PRACTICUM IN SPECIAL EDUCATION (3 credits)**

This graduate special education practicum course provides candidates with either inservice experience or placement in a school program for students with exceptionalities at an academic level commensurate with the candidate's desired level of the special education generalist endorsement (K-6 or 7-12).

**Prerequisite(s):** Admission to the graduate program in the desired endorsement, completion of 30 hours of required course work, and permission. Not open to non-degree graduate students.

**SPED 8730 ADVANCED GRADUATE PRACTICUM IN SPECIAL EDUCATION (3 credits)**

This course provides candidates with a second semester of classroom experience teaching students with disabilities. This experience is for graduate candidates who are extending their endorsement. For students seeking an additional endorsement as a Special Education Generalist, this course would prepare them for endorsement in grades K-6 or 7-12. For students seeking an additional endorsement in Behavior Intervention Specialist, this course would prepare them for endorsement in grades PK-6 or 7-12.

**Prerequisite(s):** Admission to the graduate program in the desired endorsement and completion of SPED 8720, SPED 8830 or SPED 8840. Not open to non-degree graduate students.

**SPED 8760 DYSLEXIA: PRACTICUM (3 credits)**

This course is designed to integrate the knowledge and theoretical study of dyslexia, including assessment and intervention information, with the application of these components in authentic settings. In this course, students will apply the knowledge of dyslexia, the principles of effective assessment and intervention and implement evidence-based practices for students with dyslexia through a supervised practicum experience.

**Prerequisite(s):** Admittance to Dyslexia certificate program/cohort OR Admittance to Special Education graduate program. Not open to non-degree graduate students.

**SPED 8790 DYSLEXIA: ADVANCED PRACTICUM (3 credits)**

This course is designed as a continued practicum experience to integrate the knowledge and theoretical study of dyslexia over a longer-period of time (e.g., 20+ weeks), including assessment and intervention information, with the application of these components in authentic settings. In this course, students will apply the knowledge of dyslexia, the principles of effective assessment and intervention and implement evidence-based practices for students with dyslexia through an extended supervised practicum experience. This practicum experience is a required experience for students pursuing national certification through the Center for Effective Reading Instruction (CERI).

**Prerequisite(s):** Admittance to Dyslexia certificate program/cohort AND successful completion of SPED 8760. Not open to non-degree graduate students.

**SPED 8806 SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH (3 credits)**

This course is designed to prepare teacher candidates and graduate candidates with the understanding of the psychological, biological and environmental factors that affect the social-emotional development of children and adolescents. Emphasis is placed on the interaction of these factors for children with exceptional learning needs and the implications for the learning environment. (Cross-listed with SPED 4800).

**SPED 8810 RESEARCH METHODS IN SPECIAL EDUCATION (3 credits)**

This course is designed to provide an examination of the theoretical approaches to conducting educational research, research design and analysis, and interpretation and evaluation of existing research in special education and related fields.

**Prerequisite(s):** SPED 8120 or permission from the instructor. Not open to non-degree graduate students.

**SPED 8816 BEHAVIOR INTERVENTIONS AND SUPPORTS (3 credits)**

This course introduces a variety of practical interventions that teachers may use to support the positive classroom behavior of all students within a tiered model. Universal, targeted, and individualized strategies are presented. (Cross-listed with SPED 4810).

**SPED 8820 CHARACTERISTICS OF EMOTIONAL AND BEHAVIORAL DISORDERS (3 credits)**

This course is designed to assess and examine the causes and characteristics of behavioral disorders, which constitute internalizing, externalizing, and pervasive developmental disorders. Extensive use of the case study method will be used.

**Prerequisite(s):** Admission to the Master of Science degree program in special education.

**SPED 8830 GRADUATE PRACTICUM IN BEHAVIOR INTERVENTION SPECIALIST (3 credits)**

This course provides candidates with either an in-service experience or placement in a school program in which the candidate works with students with emotional and behavioral disorders at an academic level commensurate with the candidate's desired level of endorsement (PK-9, or 7-12).

**Prerequisite(s):** Admission to the graduate program in special education with an emphasis in behavior intervention specialist, completion of 30 hours of the required coursework, and permission by the department. Not open to non-degree graduate students.

**SPED 8840 ADVANCED PRACTICUM IN BEHAVIOR INTERVENTION SPECIALIST (3 credits)**

This course provides candidates with additional experiences in working with students with disabilities who present challenging behaviors, including emotional disturbance and autism. This course is designed for graduate students who are already endorsed in special education.

**Prerequisite(s):** Behavior Intervention Specialist program and permission. Not open to non-degree graduate students.

**SPED 8850 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS (3 credits)**

The focus of the course will be on instruction and interventions that are effective for students with behavior disorders such as explicit instruction, social skills support, supporting executive functions, and cognitive strategy instruction.

**Prerequisite(s):** Graduate standing and successful completion of SPED 8820, not open to non-degree students.

**SPED 8860 BEHAVIOR MODIFICATION (3 credits)**

This course is designed to equip candidates with the skills necessary to assess, modify, and evaluate behavior in accordance with best practice and research-based approaches. In addition, this course will train candidates on how to conduct a functional behavioral assessment and create behavioral intervention plans in accordance with IDEA.

**Prerequisite(s):** Admission to the graduate program in special education. Not open to non-degree graduate students.

**SPED 8870 AUTISM SPECTRUM DISORDERS: BEHAVIORAL SUPPORT AND INTERVENTIONS (3 credits)**

This course is designed to provide information on the behavioral characteristics, instructional needs and necessary curriculum development specifically for children and youth with autism spectrum disorder (ASD).

**Prerequisite(s):** Admission to the graduate program in special education. Not open to non-degree graduate students.

**SPED 8900 SPECIAL EDUCATION LAW (3 credits)**

The purpose of this course is to research and explore legal and policy issues affecting special education within our schools. Case law will be examined to ensure effective special education programs for children and youth with disabilities. (Cross-listed with EDL 8900).

**Prerequisite(s):** Graduate Standing. Not open to non-degree graduate students.

**SPED 8910 ASSESSMENT IN SPECIAL EDUCATION (3 credits)**

This course provides an overview of measurement and evaluation concepts, strategies, and techniques that are appropriate for students with special needs. Graduate candidates will implement and analyze formal and informal assessments using a systematic and comprehensive approach. Emphasis is placed on those assessment strategies that yield objective data regarding individual learning characteristics that provide a basis for educational decision making.

**Prerequisite(s):** Graduate standing and SPED 8120

**SPED 8920 SPECIAL EDUCATION LEADERSHIP (3 credits)**

The purpose of this course is to examine special education administration and leadership issues. This course will focus on policies and procedures necessary to effectively provide leadership to programs for children and youth with disabilities.

**Prerequisite(s):** Graduate standing. Not open to non-degree graduate students.

**SPED 8930 INCLUSION/COLLABORATION PRACTICUM (3 credits)**

This course provides candidates with a practicum experience in the inclusion/collaboration specialty area with emphasis across PK-12 settings.

**Prerequisite(s):** Admission to the graduate program in inclusion/collaboration and permission by the department. Not open to non-degree graduate students.

**SPED 8960 ADVANCED ASSESSMENT AND INTERVENTION (3 credits)**

This course provides graduate candidates with in-depth practicum experiences in the administration and interpretation of standardized academic achievement measures, criterion-referenced tests, informal assessments, and progress monitoring with children experiencing learning difficulties. Emphasis is placed on utilizing assessment information in order to develop and monitor intervention plans.

**Prerequisite(s):** Admission to the Master of Science degree program in special education; SPED 8910, SPED 8646, SPED 8156, and SPED 8970; or have permission from the instructor. Not open to non-degree graduate students.

**SPED 8970 INSTRUCTIONAL STRATEGIES (3 credits)**

This course is designed to prepare graduate candidates with in-depth information regarding effective teaching strategies for students with high-incidence disabilities. Primary emphasis is placed on providing students with theoretical and practical foundations in the design and implementation of cognitive strategy instruction and the use of evidence-based practices and the selection and monitoring of individualized interventions.

**Prerequisite(s):** Admission to the Master of Science degree in special education, SPED 8120, SPED 8646 or equivalent or permission of the instructor. Not open to non-degree graduate students.

**SPED 8980 PROFESSIONAL COLLABORATION (3 credits)**

This course is designed to prepare candidates to work in collaboration with other professionals and parents to create a learning environment that enhances the potential for academic success and improvement of instructional practices. The focus will be on collaborative problem solving. (Cross-listed with TED 8850).

**Prerequisite(s):** Admission to Graduate College.

**SPED 8990 THESIS (1-6 credits)**

This course is intended for all graduate candidates in the Department of Special Education and Communication Disorders who are seeking a Master of Arts degree. The candidate is expected to generate and complete an independent research project under the guidance of a thesis advisor.

**Prerequisite(s):** Permission of Thesis Committee Chair and TED 8010. Not open to non-degree graduate students.

**SPED 9140 ASSESSMENT AND TREATMENT OF AUTISM SPECTRUM DISORDERS (3 credits)**

The purpose of this course is to familiarize students with the diagnosis, assessment, and treatment of autism spectrum disorders (ASD). (Cross-listed with PSYC 9140).

**Prerequisite(s):** Not open to non-degree graduate students.