SPECIAL EDUCATION (SPED)

SPED 530 - Nursing Issues in Special Education
This course examines the roles of the school nurse as they pertain to the student with disabilities. Various exceptionalities are explored and activities provided to the school nurse candidate to learn about the student with disabilities and how to meet his/her needs in and out of the classroom.

Credits: 3
Term(s) Typically Offered: Offered Summer & Winter Terms
Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

SPED 545 - Technology in Special Education
Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement instructional and assistive technology effectively. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students. Students who register for the 500 level course will be assigned projects and assessments that involve a higher level of critical thinking and implementation.

Credits: 3
Term(s) Typically Offered: Offered Spring Terms
Enrollment limited to students with a semester level of Graduate or Post Baccalaureate.

SPED 590 - Experimental
A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 595 - Workshop
Varies.

Credits: 1-6
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 598 - Selected Topics
A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 601 - Advanced Studies in Learning Disabilities
This course is designed to offer the student an introduction to the field of learning disabilities and behavioral disorders. This introduction will familiarize the student with the types of learning disabilities, as well as with educational strategies for coping with them.

Credits: 3
Term(s) Typically Offered: Offered Every Term
Enrollment is limited to Graduate level students.

SPED 602 - Advanced Studies in Exceptionalities
This course provides students with an overview of the history of special education and an analysis of the major laws that have revolutionized the field. Each category of disability is analyzed and recent educational practice for each area is reviewed.

Credits: 3
Term(s) Typically Offered: Offered Summer & Winter Terms
Enrollment is limited to Graduate level students.

SPED 603 - Assessment of Learning and Behavioral Problems
The educational/psychological assessment of learning and behavioral problems with emphasis on the selection, administration, and interpretation of tests and other sources of information relevant to learning disorders. The team approach to diagnosis will be stressed.

Credits: 3
Enrollment is limited to Graduate level students.

SPED 607 - Positive Classroom Interventions
This course addresses symptoms and behavior patterns that signal disturbances in the psychological functioning of the individual. It will also deal with the meaning of this behavior in a school setting, at home, and with peers.

Credits: 3
Term(s) Typically Offered: Offered Every Term
Enrollment is limited to Graduate level students.

SPED 608 - Advanced Study of Social Emotional Disorders
This course is intended to acquaint educators with selected processes involved in teaching children who have emotional disorders. It has been designed to help participants gain a greater awareness and understanding of the interrelationships among theory of child development, learning, and behavior as these relate to emotional and social disorders.

Credits: 3
Enrollment is limited to Graduate level students.

SPED 611 - Special Education Law
This class is designed to familiarize special education teachers with relevant federal and state laws required to provide a free appropriate public education to disabled students.

Credits: 3
Term(s) Typically Offered: Offered Every Term
Enrollment is limited to Graduate level students.

SPED 612 - Advanced Study of Mental Retardation
Advanced study of intellectual disability, including etiological factors, home and community adjustment, intellectual and personality development, and management. Emphasis is on the major current issues and trends in the field.

Credits: 3
Enrollment is limited to Graduate level students.

SPED 613 - Curriculum Development for Exceptionalities
Advanced study of the problems of curricular development including models, content, implementation, and evaluation aspects. Students develop curricular solutions to professional and situational needs.

Credits: 3
Term(s) Typically Offered: Offered Summer & Winter Terms
Enrollment is limited to Graduate level students.

SPED 614 - Instructional Programming for the Mentally Retarded
An investigation evaluation and integration of the various models, content, implementation, and evaluation aspects. Students develop curricular solutions to professional and situational needs.

Credits: 3
Enrollment is limited to Graduate level students.

SPED 617 - Current Research in Special Education
An introduction to basic research concepts useful for enhancing the role of the teacher as a user and creator of research for improving classroom practices. Students are required to develop a research plan and to demonstrate mastery of research competencies.

Credits: 3
Term(s) Typically Offered: Offered Every Term
Enrollment is limited to Graduate level students.

SPED 618 - Developing Integrated Language and Literacy Programs for Students with Disabilities
This course is designed to provide graduate students an in-depth examination of an integrated (culturally relevant) language system. In particular graduate students will understand the essential components of reading including phonological awareness, fluency, vocabulary, comprehension, language, and word study. Students will determine how these areas of reading pose challenges for students with identified disabilities. Graduate students will also develop competency in assessing students suspected of having reading and language deficits as well as plan appropriate individualized instruction for students using scientifically research based instructional practices. Because reading is only one part of an integrated language system, students will also develop a conceptual understanding of the components of writing and plan effective instruction for students with disabilities in the area of writing and expressive communication.

Credits: 3
Term(s) Typically Offered: Offered Every Term
Enrollment is limited to Graduate level students.

SPED 619 - Emotional Support Intervention
Emotional disorders will be discussed from the point of view of development, dynamics, and family in relation to the child's current educational program with suggestions for modification and/or change substantiated by current research and program development procedures. Critical analysis of case studies will be a major aspect.

Credits: 3
Enrollment is limited to Graduate level students.

SPED 620 - Contemporary Issues in Special Education
A study of basic conditions operating in the educational and psychological development of disabled children and the general problems these create in education. Methods, materials, personnel, and techniques are critically analyzed.

Credits: 3
Term(s) Typically Offered: Offered Fall & Summer Terms
Enrollment is limited to Graduate level students.

SPED 622 - Education and Treatment for Developmental Disabilities
This course is designed to develop and understanding of the learning or behavioral disabilities which are associated with deviance of the central nervous system, especially those which manifest themselves by various combinations of impairment in perception, conceptualization, language, memory, control or attention, impulse or motor function in the brain-injured child.

Credits: 3
Enrollment is limited to Graduate level students.

SPED 624 - Synchronous and Asynchronous Technology for K-12 Education
Candidates will develop the use of synchronous and asynchronous technologies to assist in the teaching, emediation, assessment and enrichment of K-12 students in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement various synchronous and asynchronous instructional technologies effectively.

Credits: 3
Enrollment is limited to Graduate level students.

SPED 625 - Instructional Strategies for Learning and Behavioral Problems
This course is designed to enable the students to demonstrate proficiency in the selection and application of remedial procedures and materials with children evidencing learning problems in cognition, perceptual-motor, language, and retention.

Credits: 3
Term(s) Typically Offered: Offered Every Term
Enrollment is limited to Graduate level students.

SPED 626 - Lifelong Learning for Exceptionalities
This course is designed to provide the graduate student with a foundation to understand the major community services required by individuals with various disabilities. This course, utilizes the life cycle approach and tracks persons with exceptionalities as they begin the transition from secondary education to the world of work, adulthood, and their elderly years. The focus is on recent social change issues that have dramatically altered the lives of this population.

Credits: 3
Enrollment is limited to Graduate level students.

SPED 628 - Developmental Disabilities
This course is designed to provide practice in the development of programs based on the assessment of individuals with severe mental, behavioral, or motor disabilities. Discussions will also focus on the various methodologies and techniques for educating people with developmental disabilities. Emphasis will be on the important basics of parents, assessment, and interventions

Credits: 3
Term(s) Typically Offered: Offered Fall, Winter, & Summer
Enrollment is limited to Graduate level students.

SPED 637 - Graduate Portfolio I
This course is designed to provide the information necessary to begin the graduate portfolio.

Credits: 1
Enrollment is limited to Graduate level students.

SPED 638 - Graduate Portfolio II
This is the second course in a series of three related classes designed to provide the information necessary to continue the graduate portfolio.

Prerequisite: SPED 637[C]
[C] Requires minimum grade of C.
Credits: 1
Enrollment is limited to Graduate level students.

SPED 639 - Graduate Portfolio III
This is the third course in a series of three related classes. This course is designed to provide the final information needed to complete the graduate portfolio.

Prerequisite: SPED 638[C]
[C] Requires minimum grade of C.
Credits: 1
Enrollment is limited to Graduate level students.

SPED 640 - Advanced Study of Autism Spectrum Disorders
This couse is designed to provide students with an overview of characteristics and learning traits, classification systems, assessment strategies/issues, approaches, and interventions related to individuals with autism spectrum disorder (ASD). Special emphasis will be given to selecting evidence-based practices and enhancing collaboration among individuals with ASD, their families, and supporting professionals.

Credits: 3
Term(s) Typically Offered: Offered Every Term
Enrollment is limited to Graduate level students.

SPED 641 - Applied Behavior Analysis/Single Subject Experimental Design
In this course students will be provided an in-depth review of applied behavior analytic techniques including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evalluate the effects of behaviroal procedures. In addition, students will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. Students will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional p ractice in educcating students with special educational needs.

Credits: 3
Term(s) Typically Offered: Offered Fall, Winter, & Summer
Enrollment is limited to Graduate level students.

SPED 642 - Curriculum and Instruction for Autism Spectrum Disorders
Children with autism are among the most difficult students to teach. They require carefully planned, meticulously delivered, and continually evaluated and analyzed instruction. This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.

Credits: 3
Term(s) Typically Offered: Offered Summer & Winter Terms
Enrollment is limited to Graduate level students.

SPED 643 - Communication and Social Competency
This course is designed to provide students with an in depth look at the many facets of social competence for students with ASD and how the lack of or impaired communications skills leads to social incompetence. Special emphasis will be given to selecting evidence-based practices related to social skill development as well as communication problems related directly to students with ASD. Twenty hours of observation and field experience are part of the course requirements.

Credits: 3
Term(s) Typically Offered: Offered Summer & Winter Terms
Enrollment is limited to Graduate level students.

SPED 644 - Advanced Study of Emotional and Behavioral Disorders
This course is designed to provide graduate students the opportunity to deeply examine the various psychiatric and emotional disorders than can afflict children during the developmental period between birth and 18 years of age. Both internalizing and externalizing behavior disorders will be analyzed including such disorders as Conduct Disorder, Oppositional Defiant Disorder, Anxiety Disorder, Depression, Bipolar Disorder, etc. that are all found within the pages of the Diagnostic and Statistical Manual of Mental Disorders. A connection between these disorders and the need for special education services in school settings will be made as well as strategies provided for specially designed instruction for students with these disorders. A 48 hour field experience will be required as part of this course.

Credits: 3
Term(s) Typically Offered: Offered Summer & Winter Terms
Enrollment is limited to Graduate level students.

SPED 645 - Early Intervention for Young Learners with Special Needs
Early Intervention for Young Children with Special Needs is designed to comprehensively address procedures that link theory and research to best practices in serving infants and toddlers who are disabled or at-risk. The course will be organized and presented with a multidisciplinary approach to early intervention. There will also be a stron g focus on evidence-based early intervention programs.

Credits: 3
Term(s) Typically Offered: Offered Winter, Spring&Summer
Enrollment is limited to Graduate level students.

SPED 646 - Assessment and Evaluation
This course is designed to provide graduate students with the skills and knowledge necessary to conduct educational assessment of diverse students and interpret assessment results in order to plan an educational program (i.e., determine eligibility and develop an individualized education program). The course will provide graduate students with an understanding of the assessment process; an understanding of the assessment procedures and terminology; the ability to interpret selected assessment instruments; and the skills needed to create, modify, and/or adapt assessments.

Credits: 3
Term(s) Typically Offered: Offered Fall, Winter, & Summer
Enrollment is limited to Graduate level students.

SPED 647 - Transition for Persons with Disabilities
This course is designed to offer graduatge students enrolled in the Masters in Special Education Certification Program an understanding of what services are required, needed, and available to adults with disabilities through local community agencies. major developmental needs and philosophical approaches provided by various commun ity agencies will be explored. The course is based on a life-cycle approach using a Self-Determination Model to track the exceptional person as they begin the transition from secondary education in the world of work, adulthood and their elderly years. The course will examine recent social issues such as choice, individual control, dignity/respect and vocational programs that have dramatically altered the lives of exceptional adults.

Credits: 3
Term(s) Typically Offered: Offered Fall, Spring, & Summer
Enrollment is limited to Graduate level students.

SPED 648 - Clinical Practicum in Special Education
The practicum is designed to extgend the student's professional preparation beyond the resources of the college to include the resources of the community and region. the practicum is intended to permit the graduate student to engage in supervised professional activities in selected cooperating community agencies and resources.

Credits: 3
Term(s) Typically Offered: Offered Fall, Spring, & Summer
Enrollment is limited to Graduate level students.

SPED 653 - Emerging Web Technologies and Learning
Candidates will utilize emerging web tools to address the needs of their content modules. The course will provide an opportunity to design innovative ways of applying these emerging technologies to facilitate their own teaching and student learning in the K-12 cyber classroom. Candidates will develop and submit an IRB approval for employing their modules with students in the Capstone course.

Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 659 - Issues and Ethics in Online Teaching
Candidates will identify and explore current issues and ethical decisions educators and administrators experience when exploring and implementing online teaching practices. The goal of this course is to provide pre-service teachers with a knowledge base of the benefits and hardships that educational entities face when providing online instruction.

Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 660 - Basic Behavior Principles
This course is an introduction to behavior analysis. Everyday behavior is examined as a part of the natural world and behavior change is explained by behavioral principles derived from scientific research. Students will have many opportunities to demonstrate their understanding of the procedures that derive from behavioral principles and will get some practice in implementing those procedures. Principles and procedures included in the course content are reinforcement, extinction, differential reinforcement, punishment, discrimination training, generalization, shaping, fading, and programming. Classical conditioning, conditioned reinforcement, schedules of reinforcement, behavioral definitions, reliability and direct observation are also addressed.

Credits: 3
Term(s) Typically Offered: Offered Fall Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Master of Education degree.
Enrollment limited to students with department of Special Education.

SPED 661 - Techniques in Applied Behavior Analysis
This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 660[C]
[C] Requires minimum grade of C.
Credits: 3
Term(s) Typically Offered: Offered Spring Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Doctor of Education or Master of Education degrees.
Enrollment limited to students with department of Special Education.

SPED 663 - Ethical Issues in the Science and Practice of Behavior Analysis
The purpose of this course is to provide students with an ethical framework in which to provide both applied behavior analytic services and positive behavior support services. Behavior Analysts work in a variety of settings, but the ethical standards remain constant. However, due to the various settings Behavior Analysts must recognize how to generalize those ethical guidelines within that context. Students in this course will examine the Behavior Analyst Certification Board (BACB) Guidelines for Responsible Conduct in the context of: (a) responsible conduct; (b) responsibility towards clients, (c) assessing behavior, (d) providing treatment, (e) acting as a teacher and/or supervisor, (f) conduct in their workplace, (g) their ethical responsibility to the field of behavior analysis, (h) their responsibility to colleagues, (i) their ethical responsibility to society, and (j) research. In addition, students will analyze those guidelines relative to how they address the principles of improving problem behavior by making it irrelevant, ineffective, and inefficient. Students will also become familiar with potential disciplinary possibilities through the BACB (Professional Disciplinary and Ethical Standards). Finally, students will also examine evidence·based practices and how they apply to their application of behavior analytic treatment. Throughout the course students will be guided through a process of examining ethical dilemmas and deciding how those dilemmas might be addressed in relation to the ethical guidelines in their professional field, including risk assessment. Students will access information through the texts, position papers, research review, online information, review and development of case studies, and discussions with behavior analysts.

Prerequisite: SPED 660[B]
[B] Requires minimum grade of B.
Credits: 3
Term(s) Typically Offered: Offered Spring Terms, Offered Winter Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Master of Education degree.
Enrollment limited to students with department of Special Education.

SPED 664 - Issues in the Behavioral Treatment of Autism
This course has been designed to provide advanced students and professionals with perspectives and commentaries on issues related to the behavioral treatment of autism. The course is not designed to teach the students techniques in the behavioral treatment of autism but, rather, to provide a professional context for understanding some of the history, content, and complexities of behavioral interventions. A majority of the information presented and discussed falls under the umbrella of the scientific discipline of Applied Behavior Analysis (ABA). Students will benefit most from the course if they have had training and experience in behavior analysis. This course is divided into three sections 1) Understanding the treatment of autism and scientific evidence, 2) Designing autism interventions across the lifespan, and 3) Creating systems that support successful interventions in autism.

Prerequisite: SPED 660[B]
[B] Requires minimum grade of B.
Credits: 3
Term(s) Typically Offered: Offered Spring Terms, Offered Summer Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Master of Education degree.
Enrollment limited to students with department of Special Education.

SPED 665 - Research in ABA
Single subject design methodology has developed primarily within the field of behavior analysis but has wider application beyond that theoretical orientation. It represents an intervention-oriented methodology that is idiographic in nature, requires frequent measurement of the dependent variable, and employs replications within and across participants. In addition, single subject design studies frequently use direct observational methodology as the dependent variable. In this course, we will begin with an overview of single subject design research methods and their application within special education. We will next examine methods of behavioral assessment and techniques for conducting observational research. A variety of single subject research designs will be examined, with the strengths and weakness of each identified. Issues related to treatment fidelity, social validity, and ethical use of single subject research methodology will be discussed.

Prerequisite: SPED 660[B]
[B] Requires minimum grade of B.
Credits: 3
Term(s) Typically Offered: Offered Fall Terms, Offered Summer Terms, Offered Winter Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Doctor of Education or Master of Education degrees.
Enrollment limited to students with department of Special Education.

SPED 666 - Practicum in applied Behavior Analysis I
The purpose of this course is to meet the intensive graduate supervision requirements by the BACB to develop, design, implement, and evaluate behavior analytic techniques that produce meaningful change. The hours collected through this experience can be counted toward the practicum/field experience requirements when seating for the BACB certification examination. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board {BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Prerequisite: SPED 660[B]
[B] Requires minimum grade of B.
Credits: 3
Term(s) Typically Offered: Offered as Needed, Offered Spring Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Master of Education degree.
Enrollment limited to students with department of Special Education.

SPED 667 - Practicum in Applied Behavior Analysis II
The purpose of this course is to meet the intensive graduate supervision requirements by the BACB to develop, design, implement, and evaluate behavior analytic techniques that produce meaningful change. The hours collected through this experience can be counted toward the practicum/field experience requirements when seating for the BACB certification examination. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. The BACB Standards are listed on the following website: For more information on the Board and the examination, please visit the Board's website at www.bacb.com.

Prerequisite: SPED 660[B]
[B] Requires minimum grade of B.
Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Master of Education degree.
Enrollment limited to students with department of Special Education.

SPED 668 - Thesis in ABA
This course has been designed to provide advanced students and professionals with perspectives and commentaries on issues related to the behavioral treatment of autism. The course is not designed to teach the students techniques in the behavioral treatment of autism but, rather, to provide a professional context for understanding some of the history, content, and complexities of behavioral interventions. A majority of the information presented and discussed falls under the umbrella of the scientific discipline of Applied Behavior Analysis (ABA). Students will benefit most from the course if they have had training and experience in behavior analysis. This course is divided into three sections 1) Understanding the treatment of autism and scientific evidence, 2) Designing autism interventions across the lifespan, and 3) Creating systems that support successful interventions in autism.

Prerequisites: SPED 660[B] and SPED 661[B] and SPED 669[B] and SPED 663[B] and SPED 664[B] and SPED 665[B] and SPED 602[C] and SPED 611[C] and SPED 640[C] and SPED 643[C] and SPED 645[C] and SPED 647[C]
[B] Requires minimum grade of B.
[C] Requires minimum grade of C.
Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Master of Education degree.
Enrollment limited to students with department of Special Education.

SPED 669 - Applications in Applied Behavior Analysis
This course is part of a series of courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB) and are based on the 6th edition task list as specified by the BACB.

Prerequisite: SPED 660[C]
[C] Requires minimum grade of C.
Credits: 3
Term(s) Typically Offered: Offered Fall Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Doctor of Education or Master of Education degrees.
Enrollment limited to students with department of Special Education.

SPED 670 - Supervision in Applied Behavior Analysis
The purpose of this course is to provide graduate students with in-depth knowledge of effective supervision strategies in behavior-analytic practice. This course will also provide graduate students with opportunities to systematically apply these supervision strategies in their practicum placements. Topics covered include: identifying behavioral deficits and excesses in the workplace, operationally defining employee behavior, functional assessment of employee behavior, effective feedback strategies, individual and group supervision, troubleshooting supervision challenges, and ethics of supervision.

Prerequisite: SPED 660[C]
[C] Requires minimum grade of C.
Credits: 3
Term(s) Typically Offered: Offered Summer & Winter Terms
Enrollment is limited to students with a program in Special Education.
Enrollment is limited to Graduate level students.
Enrollment limited to students in the College of Education college.

SPED 687 - Integration of Web-based Technologies to Create Online Courses
Candidates will develop an online module(s) including lessons, activities, assessments, synchronous and asynchronous instruction and other methods of instruction that were developed through courses in the progrm. The module is expected to be deliverred to students. The purpose is to demonstrate candidate's ability to develop courses for online teaching.

Prerequisite: SPED 653[C]
[C] Requires minimum grade of C.
Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 690 - Experimental
A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 695 - Workshop
A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 698 - Selected Topics
A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 700 - Independent Study
Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one (face-to-face or online) or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 701 - Student Teaching in Special Education
Theory and practice accomplished through the special education classroom teaching experiences under the cooperative supervision of university and public school personnel, culminated with the presentation of an individually selected and faculty approved action research project.

Prerequisites: SPED 648[C] and (SPED 618[C] or SPED 625[C])
[C] Requires minimum grade of C.
Credits: 1-9
Term(s) Typically Offered: Offered Fall & Spring Terms
Enrollment is limited to students with a program in SPED-PK to 12.
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Master of Education degree.
Enrollment limited to students in the College of Education college.
Enrollment limited to students with department of Special Education.

SPED 750 - School Supervision: Political and Community Leadership
This course addresses the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 752 - School Supervision: Instructional Leadership
This course focuses on the knowledge, skills, and attributes to: design with others appropriate curricula and instructional programs; develop learner-centered school cultures; assess learning outcomes; and plan with faculty professional development activities aimed at improving instruction.

Credits: 3
Term(s) Typically Offered: Offered Fall Terms
Enrollment is limited to Graduate level students.

SPED 753 - Administration of Pupil Services
This course is designed to provide students with information related to the skills required to lead and manage a Pupil Services Department in a public school. Students will examine pupil services programs such as English as a Second Language, Gifted Education, Alternative Education for Disruptive Youth, 504 Service Agreements for chronically ill students, and policies and procedures for school safety programs. Prerequisites for this class include acceptance into the Master's Degree in Special Education Supervision Program which includes an undergraduate G.P.A. of 3.0 and a special education teaching certification.

Credits: 3
Enrollment is limited to students with a program in School Supervision.
Enrollment limited to students in the MED 9 88 program.
Enrollment is limited to Graduate level students.
Enrollment limited to students in the College of Education college.

SPED 754 - Practicum
The Supervision Practicum in Educational Leadership is designed for candidates enrolled in the program to apply theory and knowledge gained in the four previous courses, along with information gained through class discussions and readings in current literature, to practical experiences in educational settings. Candidates will complete projects in four areas of educational leadership in which they will apply skills in planning, organization, implementation, collaboration, and evaluation.

Credits: 3
Term(s) Typically Offered: Offered Spring Terms
Enrollment is limited to Graduate level students.

SPED 790 - Experimental
A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 795 - Workshop
A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 798 - Selected Topics
A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 800 - Research Project
Students pursuing a thesis program should contact their academic advisor concerning research after completing about one-half of their degree coursework. The advisor will assist the student with the necessary steps (such as preliminary selection of a topic and arranging for the appointment of a committee) to proceed.

Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.

SPED 801 - Advanced Studies in Learning Disabilities
This course is designed to offer the student an introduction to the field of learning disabilities and behavioral disorders. This introduction will familiarize the student with the types of learning disabilities, as well as with educational strategies for coping with them.

Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 802 - Special Education Foundations
This course introduces the student to the physical, social, emotional and educational characteristics, incidence, prevalence and educational intervention for the major categories of exceptionality enrolled in public and private educational facilities in the PK-12 grade range. In addition, the course will identify ancillary services and agencies frequently impacting special populations including the major professional organizations and those concerned with residential programming and vocational training. The course will also identify the major litigation and legislation that have significantly influenced the nature of service to exceptional populations.

Credits: 3
Term(s) Typically Offered: Offered Summer Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 805 - Legal Issues and Special Populations
This course focuses on laws and policies that apply to the education of students with disabilities. The legal system, constitutional and statutory provisions of federal and state law, and the judicial decisions relating to the education of students with disabilities are reviewed. Students will examine the foundational concepts of equal protection, procedural and substantive due process in general and as they relate to special education specifically. Students will examine IDEA legislation and its six principles, The Rehabilitation Act of 1973 (Section 504) and the Family Education Rights and Privacy Act (FERPA). In addition, students will examine similar principles in Pennsylvania state legislation with particular emphasis on school practices in special education.

Credits: 3
Term(s) Typically Offered: Offered Summer Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 806 - Assessment Methods in Special Education
This course is designed to provide doctoral students with the skills and knowledge necessary to interpret educational assessments with an emphasis on planning educational programs. The course will provide students with practical knowledge of the assessment process to determine eligibility, placement and programming in special education. This course will provide an overview of common compliance issues relating to special education.

Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 807 - Positive Classroom Interventions
This course addresses symptoms and behavior patterns that signal disturbances in the psychological functioning of the individual. It will also deal with the meaning of this behavior in a school setting, at home, and with peers.

Credits: 3
Term(s) Typically Offered: Offered Summer Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 808 - Applied Behavior Analysis Single-Subject Experimental Design II
This course provides an in-depth review of applied behavior analytic techniques. It covers areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 841[C]
[C] Requires minimum grade of C.
Credits: 3
Term(s) Typically Offered: Offered Fall Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Doctor of Education or Master of Education degrees.
Enrollment limited to students in the College of Education college.
Enrollment limited to students with department of Special Education.

SPED 809 - Transition Planning for Students with Disabilities
This purpose of this course is to provide graduate students with an overview of interagency and community services and systems for adolescents and young adults with disabilities including an examination of relevant legislation and recommended practices related to person-centered transition planning including postsecondary education, employment, community participation and independent living. Emphasis is placed on theory and practice related to collaboration, systems change efforts in transition services, and state-of-the-art practices regarding supporting individuals in their lives.

Credits: 3
Term(s) Typically Offered: Offered Fall Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 820 - Contemporary Issues in Special Education
A study of basic conditions operating in the educational and psychological development of disabled children and the general problems these create in education. Methods, materials, personnel, and techniques are critically analyzed.

Credits: 3
Term(s) Typically Offered: Offered Spring Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 841 - Applied Behavior Analysis/Single-Subject Experimental Design I
In this course students will be provided an in-depth review of applied behavior analytic techniques including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral procedures consonant with ethical standards. Students will learn to apply behavior analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures. In addition, students will learn how to use single-subject research designs to make data-based decisions about program effectiveness and student outcomes. Students will also learn how to integrate applied research into classroom instruction as part of the move toward evidence-based professional practice in educating students with special educational needs.

Credits: 3
Term(s) Typically Offered: Offered Spring Terms
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Doctor of Education degree.

SPED 842 - Program Development for Students with ASD
Children with autism are among the most difficult students to teach. They require carefully planned, meticulously delivered, and continually evaluated and analyzed instruction. This course provides an overview of researched-based instructional strategies used to teach students with autism spectrum disorders. The course discusses interventions strategies for both the general and special education classroom.

Credits: 3
Term(s) Typically Offered: Offered Summer Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 843 - Communication and Social Competency for Students with ASD
This course is designed to provide students with an in depth look at the many facets of social competence for students with ASD and how the lack of or impaired communications skills leads to social incompetence. Special emphasis will be given to selecting evidence-based practices related to social skill development as well as communication problems related directly to students with ASD. Twenty hours of observation and field experience are part of the course requirements.

Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 844 - Neuropsychiatric Disorders of Childhood
This course will present students an opportunity to examine neuropsychiatric disorders of childhood found in the DSM-V. Specifically students will examine psychopathology associated with disruptive behavior disorders such as ADHD, Oppositional Defiant Disorder, Pediatric Bipolar Disorder, Conduct Disorder, etc. as well as internalizing behavior disorder such as subtypes of Anxiety Disorder, Eating Disorders, Depression, Elimination Disorders, etc. Students will research a group of disorders known as PANDAS (Pediatric Autoimmune Neuropsychiatric Disorders Associated with Strep Virus) and look at current brain research to determine possible causation of these disorders. An emphasis on psychopharmacology as one form of treatment will be explored as well as the role of the professional educator as part of a multi-modal treatment approach for children with mental health disorders.

Credits: 3
Term(s) Typically Offered: Offered Spring Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 845 - Instructional Technologies for Exceptional Learners
Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help future special education administrators become familiar with instructional and assistive technology. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students.

Credits: 3
Term(s) Typically Offered: Offered Fall Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 850 - School Supervision: Community and Political Leadership
This course addresses the knowledge, skills, and attributes to: act in accordance with legal provisions and statutory requirements; apply regulatory standards; develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

Credits: 3
Term(s) Typically Offered: Offered Winter Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 852 - School Supervision: Instructional Leadership
This course focuses on the knowledge, skills, and attributes to: design with others appropriate curricula and instructional programs; develop learner-centered school cultures; assess learning outcomes; and plan with faculty professional development activities aimed at improving instruction.

Credits: 3
Term(s) Typically Offered: Offered Winter Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 861 - Techniques in Applied Behavior Analysis
This course provides an in-depth review of applied behavior analytic techniques. It covers BACB exam task areas including conducting behavioral assessments, designing effective behavior change programs, and applying behavioral analytic principles toward the improvement of socially significant behaviors in a wide range of settings as well as to evaluate the effects of behavioral procedures.

Prerequisite: SPED 660[C]
[C] Requires minimum grade of C.
Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Doctor of Education or Master of Education degrees.
Enrollment limited to students with department of Special Education.

SPED 865 - Research in ABA
Single subject design methodology has developed primarily within the field of behavior analysis but has wider application beyond that theoretical orientation. It represents an intervention-oriented methodology that is idiographic in nature, requires frequent measurement of the dependent variable, and employs replications within and across participants. In addition, single subject design studies frequently use direct observational methodology as the dependent variable. In this course, we will begin with an overview of single subject design research methods and their application within special education. We will next examine methods of behavioral assessment and techniques for conducting observational research. A variety of single subject research designs will be examined, with the strengths and weakness of each identified. Issues related to treatment fidelity, social validity, and ethical use of single subject research methodology will be discussed.

Prerequisites: SPED 660[B] and SPED 661[B] and SPED 669[B] and SPED 663[B] and SPED 664[B]
[B] Requires minimum grade of B.
Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Doctor of Education or Master of Education degrees.
Enrollment limited to students with department of Special Education.

SPED 869 - Applications in Applied Behavior Analysis
This course is part of a series of courses designed to meet the academic requirements of the Behavior Analysis Certification Board (BACB) and are based on the 4th edition task list as specified by the BACB.

Prerequisites: SPED 660[C] and (SPED 661[C] or SPED 861[C])
[C] Requires minimum grade of C.
Credits: 3
Term(s) Typically Offered: Offered as Needed
Enrollment is limited to Graduate level students.
Enrollment limited to students in a Doctor of Education or Master of Education degrees.
Enrollment limited to students with department of Special Education.

SPED 881 - Dissertation Seminar
Dissertation Seminar is intended to assist doctoral students in the preparation of a dissertation proposal and to facilitate the transition from course work to dissertation. The purpose of this course is to take students from a point at which they have general ideas about their dissertation topic through the development of a solid structure, research strategy and drafting of framing chapters. Emphasis is placed on understanding and defining the logical relations between elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design and methodology. The chief task is to draft complete framing chapters, giving a full description of the motivation for the project and the research strategy.

Credits: 3
Term(s) Typically Offered: Offered Summer Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 888 - Extended Dissertation
The doctoral extended dissertation signifies the culminating point in the doctoral program and demonstrates the candidates' knowledge of the program competencies in the areas of research, special education and educational leadership. Doctoral candidates, under the direction of the chairperson of their dissertation committee, will develop, implement, analyze, report and defend a structured research project, either qualitative or quantitative in nature in the area of special education. Additionally, the doctoral candidate will present an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

Prerequisites: SPED 881[C] and SPED 899[*C] (may be taken concurrently).
[C] Requires minimum grade of C.
Credits: 1
Term(s) Typically Offered: Offered Fall & Spring Terms
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 890 - Experimental
A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 895 - Workshop
A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6
Term(s) Typically Offered: Offered as Needed
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 897 - Independent Study
Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 898 - Selected Topics
A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3
Term(s) Typically Offered: Offered as Needed
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.

SPED 899 - Dissertation
The doctoral dissertation signifies the culminating point in the doctoral program and demonstrates the candidates' knowledge of the program competencies in the areas of research, special education and educational leadership. Doctoral candidates, under the direction of the chairperson of their dissertation committee, will develop, implement, analyze, report and defend a structured research project, either qualitative or quantitative in nature in the area of special education. Additionally, the doctoral candidate will present an oral defense of the written dissertation upon approval of the five-chapter manuscript by the dissertation committee.

Prerequisite: SPED 881[C]
[C] Requires minimum grade of C.
Credits: 1-12
Term(s) Typically Offered: Offered Fall, Spring, & Summer
Enrollment limited to students in the EDD 9DSE program.
Enrollment is limited to Graduate level students.