SPED 801A Accommodating Exceptional Learners in the Elementary School Classroom
Crosslisted with: SPED 401A
Prerequisites: Admission to the Teacher Education Program; EDPS 362; one methods course; or permission.
Description: Legal and ethical requirements for educating exceptional learners; identification, referral, and placement procedures; development and use of the Individual Education Program; strategies for teaching and accommodating academic and behavior of a range of exceptional and other at-risk learners in the elementary school.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 472

SPED 801B Accommodating Exceptional Learners in the Secondary School Classroom
Crosslisted with: SPED 401B
Prerequisites: Admission to the Teacher Education Program; EDPS 362; one methods course; or permission.
Description: Legal and ethical requirements for educating exceptional learners; identification, referral, and placement procedures; development and use of the Individual Education Program; strategies for teaching and accommodating academic and behavior of a range of exceptional and other at-risk learners in the secondary school.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 472

SPED 802 Advanced Assessment Techniques
Prerequisites: SPED 800 or equivalent
Description: Comprehensive study of criterion-referenced and normative-referenced assessment instruments used by school resource personnel.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 803; SPED 804

SPED 803 Effective Instruction for Learners with Special Needs
Prerequisites: SPED 800 and 802
Description: Interaction of classroom-based assessment and effective instructional strategies for use with individual and group formats. Development of individual education plans, curriculum analysis, delivery of instruction, curriculum-based measurement, and specific and generic instructional strategies.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 804; SPED 932

SPED 804 Managing Challenging Behavior
Prerequisites: SPED 800, 802, 803
Description: Functional approaches that can be used by teachers and mental health practitioners for assessing, preventing, and managing children's challenging behavior. Basics of applied behavior analysis, functional analyses of behavior, individual- and group-oriented interventions, self-management training, and strategies for promoting generalization.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 805 Code-based Reading Instruction
Crosslisted with: SPED 405
Prerequisites: Parallel SPED 405A/805A.
Description: Direct, systematic, multi-sensory techniques for teaching reading, writing and spelling to students who have severe reading problems.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 6
Format: LEC

SPED 805A Reading Center Practicum I
Crosslisted with: SPED 405A
Prerequisites: Permission.
Description: Teaching and/or tutoring experience evaluating and instructing students with reading problems in a Reading Center. Assessment, lesson planning and teaching using direct instruction, code-based instructional strategies.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: FLD
Prerequisite for: SPED 405, SPED 805

SPED 806 Reading and Writing Disabilities: Adolescents
Crosslisted with: SPED 406, TEAC 806
Prerequisites: SPED 212 and TEAC 441 (required for undergraduate students only). Parallel with SPED 406A/806A.
Description: Theory and techniques for assessing and teaching word identification, vocabulary, comprehension and writing skills in grades 7 to 12.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LEC

SPED 806A Reading Center Practicum II
Crosslisted with: SPED 406A, TEAC 806A
Prerequisites: SPED 212 and TEAC 441 (required for undergraduate students only). Parallel with SPED 406/806.
Notes: Requires two hours per week in a Reading Center.
Description: Teaching and/or tutoring experience evaluating and instructing students with reading problems in a Reading Center. Assessment, instructional planning, delivery of instruction, writing diagnostic reports and parent communication.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: LAB
SPED 807 Foundations of Secondary Special Education
**Description:** Provide future special education teachers with both the historical timeline and current legislation regarding services for students with mild/moderate disabilities. Chronological events and legal mandates that public schools must reinforce to provide an equal education for all students.

**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  
**Prerequisite for:** SPED 408, SPED 808

SPED 808 Methods and Instruction for Secondary Special Education
**Crosslisted with:** SPED 408  
**Prerequisites:** SPED 407 or 807.  
**Description:** Instill practices of "Explicit Instruction" and a framework for instructional planning. Provide a practicum experience for future teachers to practice their knowledge and skills on a weekly basis in a secondary school setting.

**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

SPED 809 Autism Spectrum Disorders (ASDs): Effective Assessment and Intervention
**Description:** Designed for educators of children and youth with Autism Spectrum Disorders (ASDs) in school setting. Assessment strategies to identify characteristics of ASDs focused on individual needs and strengths-based outcomes. Knowledge and skills regarding evidence-based practices and individualized educational programs. Requires observations in schools and applied assignments.

**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  
**Prerequisite for:** SPED 810

SPED 810 Autism Spectrum Disorders (ASDs): Methods and Program Planning  
**Prerequisites:** SPED 809 or equivalent  
**Notes:** Majors in severe disabilities must parallel with SPED 896P (1 cr). SPED 810 requires observations in schools and applied assignments.  
**Description:** Planning, implementing, and evaluating effective education for individuals with Autism Spectrum Disorders (ASDs). Uses an ecological approach to assess present levels of performance and individual characteristics. Apply assessment outcomes to develop functional outcomes, to select instructional strategies, and utilize empirically-based interventions.

**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC

SPED 813 Instructional Methods for Students with Diverse Needs  
**Description:** Instructional methods and accommodations for special education and general education teachers necessary to work successfully with students with disabilities or who are at-risk for academic failure. Curriculum modification, classroom management, strategy instruction, and instructional modifications for content areas.

**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  
**Prerequisite for:** SPED 833

SPED 814 Instructional Methods for Students with Mathematics Learning Disabilities  
**Crosslisted with:** SPED 414  
**Prerequisites:** SPED 201; sophomore standing.  
**Description:** Understanding characteristics of students with math learning disabilities and potential causes. Evidence-based instructional strategies in math for teaching students with math learning disabilities and those who are at-risk.

**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  
**Offered:** FALL/SPR

SPED 815 Reading and Writing Disabilities: Elementary Students  
**Crosslisted with:** SPED 415  
**Prerequisites:** SPED 201, TEAC 311, TEAC 313 for elementary education majors; SPED 201, TEAC 416A, TEAC 416B, TEAC 397D for inclusive early childhood education majors; SPED 201, SPED 212, and SPED 414 (or equivalent) for SPED majors. Must be taken with: SPED 415A/815A.  
**Notes:** Priority will be given to students who will be student teaching the following semester.  
**Description:** Theory and techniques for assessing and teaching early literacy skills in small groups and one-on-one for children who struggle with literacy.

**Credit Hours:** 2  
**Max credits per semester:** 2  
**Max credits per degree:** 2  
**Format:** LEC

SPED 815A Practicum in Reading and Writing Disabilities-Elementary  
**Crosslisted with:** SPED 415A  
**Prerequisites:** SPED 201, TEAC 311, TEAC 313 for elementary education majors; SPED 201, TEAC 416A, TEAC 416B, TEAC 397D for inclusive early childhood education majors; SPED 201, SPED 212, and SPED 414 (or equivalent) for SPED majors. Must be taken with: SPED 415/815.  
**Notes:** Must be taken with: SPED 415/815. For SPED 415 students: Priority will be given to student who will be student teaching the following semester.  
**Description:** This reading and writing practicum is taken parallel with as SPED 415 or SPED 815

**Credit Hours:** 2  
**Max credits per semester:** 2  
**Max credits per degree:** 2  
**Format:** LAB  
**Prerequisite for:** SPED 415, SPED 815; SPED 415A, SPED 815A
SPED 820 Mathematics Instruction for Diverse Learners
Prerequisites: SPED 201
Notes: SPED 820 and associated practicum is designed to meet professional standards (i.e., Council for Exceptional Children, Teacher Education Accreditation Council) for teachers in the area of instruction for diverse learners.
Description: Supplemental basic skills and concepts instruction for diverse learners within a response to intervention models and on mathematics instruction. Selection, delivery, and evaluation of standard protocol and individualized interventions to diverse learners.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 824 Functional Behavioral Assessment
Prerequisites: SPED 454 or equivalent. Admission to Graduate Degree or Certificate program in special education or by permission of instructor. Parallel SPED 824A.
Description: Functional behavioral assessments (FBAs) and development of behavior intervention plans (BIPs) based on the assessments. Contextual and curriculum manipulations, and replacement behavior training.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 942

SPED 824A Practicum in Functional Behavioral Assessment
Prerequisites: SPED 454 or approved equivalent. Parallel SPED 824
Description: Opportunities to engage in the activities and practice the skills associated with SPED 824. Culmination of the practicum is performing a complete functional behavioral assessment and developing a behavior intervention plan for a student who displays challenging behaviors.
Credit Hours: 2
Max credits per semester: 2
Max credits per degree: 2
Format: FLD

SPED 833 Behavioral Systems and Interventions
Prerequisites: SPED 813 or equivalent
Description: Three-tier models for encouraging and maintaining students' appropriate behaviors. Evaluation and implementation of interventions at the school-wide, classroom and/or small group, and individual levels. Presentation of different models i.e., Response to Intervention (RtI) and School-Wide Positive Behavior Support (SWPBS).
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 834 Introduction to Special Vocational Needs
Crosslisted with: SPED 434
Description: A foundational course emphasizing the characteristics and identification of special needs learners in vocational settings. Determines needs, interests, and abilities of these students.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 436, SPED 836

SPED 836 Career Education for the Special Needs Student
Crosslisted with: SPED 436
Prerequisites: SPED 434/834.
Description: Philosophical and practical base of career education as it relates to special needs students. Career education units developed for infusion into subject areas.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 841 Emotional and Behavioral Disorders
Prerequisites: SPED 800
Description: Etiology, theories and assessment of child and adolescent emotional and behavioral disorders. Addresses issues of definitions and classification (DSM-IV and special education) or deviant behavior and psychopathology, as well as an overview of service delivery systems in education and mental health.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 843 Characteristics of Emotional & Learning Disorders
Prerequisites: SPED 400/800
Description: Learning, academic, behavioral, social-emotional and language characteristics of students who are classified as having disabilities for purposes of special education. Definitions, classification systems, assessment and verification criteria, and medications for students with learning and emotional disabilities.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 844 Foundations of Visual Impairment: Programs and Services for Individuals with Visual Impairments
Prerequisites: Admission to visually impaired program; hold or concurrently earn subject/field endorsement.
Description: Current educational programs and services for children with visual impairments, as well as children with multiple disabilities. History of educational services, developmental characteristics, psycho-social aspects, history of legislation, and grade l Braille.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 847; SPED 849; SPED 851; SPED 852; SPED 852A; SPED 852B; SPED 853

SPED 847 Introduction to Eye Anatomy of Students with Visual Impairments
Prerequisites: SPED 846. Admission to Graduate Degree or Certificate program in Special Education or by permission of instructor.
Description: Structure and function of the visual system, conditions that effect visual ability, and the functional and environmental implications of low vision. Strategies for enhancing visual ability in children with visual impairments and children who have additional disabilities.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 849; SPED 851; SPED 852; SPED 852A; SPED 852B; SPED 853
SPED 849 Braille Codes and Material Adaptations for Students with Visual Impairments
Prerequisites: SPED 846 and 847.
Description: Basic skills in literary Braille transcription and codes. Acquire competence in reading and writing Braille and using the Perkins braillewriter and slate/stylus.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 851; SPED 852; SPED 852B; SPED 853

SPED 851 Intermediate Braille Codes & Instructional Material Adaptations for Students with Visual Impairments
Prerequisites: SPED 846, 847, and 849. Admission to Graduate Degree or Certificate program in Special Education or by permission of instructor
Description: Advanced skills in Nemeth (mathematics code) and/or Literary code. Basic activities in braille formatting, foreign language, music and identification of braille technology devices and resources.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 852; SPED 852B; SPED 853; SPED 908

SPED 852 Instructional Methods for Teachers of Students with Visual Impairments
Prerequisites: SPED 846, 847, 849, and 851. Admission to Graduate Degree or Certificate program in Special Education or by permission of instructor.
Description: Methods and materials for educating children who are totally blind or have low vision, including students with multiple impairments. Practical skills in selecting, designing, and/or modifying materials for content area subjects: mathematics, science, social studies, creative arts, foreign language, and other subjects.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 852B; SPED 853

SPED 852A Applied Technology Methods for Students with Visual Impairments
Prerequisites: SPED 846 and 847, or equivalents
Description: Theory and skill development in the selection and use of technology for students with visual impairments. Technology assessments, data collection, equipment feature, source of equipment, funding sources, writing technology instructional plans, and demonstration of using various equipment and technology.
Credit Hours: 1
Max credits per semester: 1
Max credits per degree: 1
Format: LEC

SPED 853 Orientation and Mobility Skills for Students with Visual Impairments
Prerequisites: SPED 846, 847, 849, 851, and 852.
Description: Theory and applied practice in basic orientation and mobility techniques for use with students with visual impairments. Practical methods for work in concept development, orientation skills, travel skills and techniques, personal safety and independent travel. Needs of specific populations such as people with low vision and individuals with additional disabilities. Vision simulators and occluders. An introduction to the history and development of the profession.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 855 Teaching Learners to Learn
Crosslisted with: EDAD 855, EDPS 855, NUTR 855, TEAC 855
Description: Effective teachers facilitate student learning. Facilitating student learning depends on understanding learning principles and on designing instruction that is compatible with learning principles. Instructors can provide learning-compatible instruction that helps students learn more effectively and ultimately teaches them how to learn. Assists teachers to teach in learning-compatible ways and helps them embed within their curriculum a program for teaching learners to learn.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 856 Supervising Special Education
Crosslisted with: EDAD 856
Description: For principals or other administrators who have special education programs in their buildings. Overview of disabilities, related law, special education programs, personnel issues, etc., and instructional methods and administrative support for effective integration of disabled students into regular programs.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 857 Special Education Administration
Crosslisted with: EDAD 857
Description: Intensive preparation for special educators who intend to administer special education programs in the public schools. Information about best practices in special education, including programming, supervision, legal/regulatory issues, financing, personnel, as well as current controversial topics which are affecting these programs in the schools.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
SPED 858 Special Education Law
Crosslisted with: EDAD 858
Description: Body of law that pertains to the organization, administration, and implementation of special education programs in PreK-12 schools. Substantive and procedural rights of disabled students, and the authority and responsibility of states and school districts that are grounded in state and federal law.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 860 Issues in Early Childhood Special Education
Description: Introduction to the history, philosophy, and research related to early intervention practices with children 0-5 years of age. Discussion of issues related to legal mandates, model programs, family involvement, integration, transitions, service delivery systems, teamwork and assessment for young children.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 861 Infants with Disabilities and Home Visiting
Prerequisites: SPED 960. Admission to Graduate Degree or Certificate program in Special Education or by permission of instructor.
Notes: SPED 861 requires a practicum in home visiting.
Description: Assessment and intervention strategies for developing appropriate early intervention programs for infants and toddlers with disabilities. Rationale and principles for conducting home-based, family-centered, and transdisciplinary services.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 908

SPED 862 Preschool Children with Disabilities in a Classroom
Prerequisites: An assessment and behavior management course; and admission to Graduate Degree or Certificate program in Special Education; or by permission of instructor.
Notes: SPED 862 requires an applied experience.
Description: Selection, design and implementation of developmentally appropriate, activity-based interventions for preschool-age children with disabilities. Ecological assessments. Instructional factors, such as classroom environments, activity planning, selection, use and modification of strategies, home-school communications, and consulting to staff in inclusive settings.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 882

SPED 863 Medically Fragile infants
Prerequisites: Major in Special Education, Speech-language Pathology or Child Youth and Family Studies. Senior status or permission of instructor.
Description: Unique needs, family-coping strategies, specialized medical staff and various health care settings for chronically ill infants, toddlers and preschool age children. Overview of etiology, characteristics and developmental implications of selected medical conditions related to developmental disabilities.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 872 Psychology and Sociology of Deafness
Description: Education of the hearing and vision impaired including history of, professional roles in, and educational programming within this field. Social/psychological theories as related to the vision hearing impaired. Patterns of social/emotional development, psychological characteristics, issues of family stress and social adaptation and discussion of counseling techniques.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 873 Deaf or Hard of Hearing: Content Methods
Prerequisites: SPED 872 and admission to Graduate Degree or Certificate program in Special Education.
Notes: SPED 873 is for all students in the hearing impaired program.
Description: Methods for teaching content areas (science, math, and social studies) to students who are deaf or hard of hearing, birth through 21. Adapting curricula and materials in these areas to meet the language and learning needs of students who are deaf or hard of hearing.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 874 Deaf or Hard of Hearing: Language Arts & Literacy
Prerequisites: SPED 872 and admission to Graduate Degree or Certificate program in Special Education.
Description: Assessment instruments, curricula and instructional methods for developing language and literacy for children who are deaf or hard of hearing, birth through 21. Methods for coordinating speech, language and/or auditory training in the home and classroom with that in the speech and/or language therapy program, and connecting this to literacy development and strategies.
Credit Hours: 4
Max credits per semester: 4
Max credits per degree: 4
Format: LEC
Offered: FALL
SPED 875 Itinerant Teaching Methods for Students with Sensory Disabilities
Description: Methods for providing services for students with sensory disabilities, using itinerant and consultative models. Professional and parent in-service development, team-based problem solving, curriculum based pull-out services. Ecological assessment and management of deafness and vision related technology in inclusive settings. Supervision of interpreters and paraprofessionals.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 876 Language Development for Teachers
Description: Introduction to the foundations of normal speech and language development and potential difficulties in both early stages and in the classroom. Analysis of child language samples. Strategies for explaining language development to parents and professional colleagues.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 880 Educating Students with Intellectual and Developmental Disabilities
Crosslisted with: SPED 480
Description: Concepts related to history, definitions, identification, etiology, and assessment of students with intellectual impairments and developmental disabilities. Examine attitudes, assumptions, and stereotypes concerning persons with intellectual impairments and other developmental disabilities. Instructional methods, adaptations and teaming to provide individualized interventions and include students in least restrictive environments/general education settings. Applied assignments will be conducted in field experience and student teaching.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 881

SPED 881 Methods for Students withIntellectual and Severe Disabilities
Prerequisites: SPED 480/880
Notes: SPED 881 requires observations in schools and applied assignments.
Description: Planning, implementing, and evaluating effective longitudinal education for individuals with intellectual impairments and severe disabilities. Knowledge and skills regarding best practices within inclusive education settings for these learners emphasizing an ecological and functional model that addresses useful skills in current and future environments.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 882; SPED 908; SPED 980

SPED 882 Specialized Instruction for Students with Severe and Multiple Disabilities
Prerequisites: SPED 881 for Severely/Multihandicapped endorsement or SPED 862 for Preschool Handicapped endorsement. Majors in severe disabilities must parallel with SPED 896P. Admission to Graduate Degree or Certificate program in Special Education or permission.
Notes: SPED 882 requires observations in schools and applied assignments.
Description: Selection, design, and implementation of best practice instruction for students with severe disabilities, multiple disabilities, or deaf-blindness.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC
Prerequisite for: SPED 980; SPED 981

SPED 884 Speech and Language Development of the Hearing Impaired
Crosslisted with: SLPA 884
Description: Theories of speech and language development as they apply to hearing impaired children. Evaluation and intervention of speech and language with emphasis on maintenance of communicative skills.
Credit Hours: 3
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 886 Assessment, Evaluation, and Instruction of At-Risk Readers
Crosslisted with: TEAC 886
Notes: TEAC/SPED 886 includes case study and planning for special student populations.
Description: Analysis and use of informal and formal assessment and instructional strategies in clinic and classroom settings.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 6
Format: LEC

SPED 886A Special Topics in Literacy Assessment
Crosslisted with: TEAC 886A
Notes: TEAC/SPED 886 includes case study and planning for special student populations.
Description: Analysis and use of informal and formal assessment and instructional strategies in clinic and classroom settings.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 886B Internship in Literacy Assessment and Instruction
Crosslisted with: TEAC 886B
Notes: TEAC/SPED 886 includes case study and planning for special student populations.
Description: Analysis and use of informal and formal assessment and instructional strategies in clinic and classroom settings.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: FLD
SPED 890 Workshop Seminar
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Format: LEC

SPED 892 Special Topics in Education
Crosslisted with: EDAD 892, EDPS 892, EDUC 892, TEAC 892, CYAF 892
Prerequisites: EDPS 859 or parallel; EDPS 859 or equivalent
Description: Aspects of education not covered elsewhere in the curriculum.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: LEC

SPED 893 Workshop Seminar
Crosslisted with: SPED 893H
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Format: LEC

SPED 893H Workshop Seminar
Crosslisted with: SPED 893
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Format: LEC

SPED 893N Workshop Seminar
Crosslisted with: TEAC 893N, EDAD 893N, EDPS 893N
Credit Hours: 1-12
Min credits per semester: 1
Max credits per semester: 12
Max credits per degree: 12
Format: LEC

SPED 895 Independent Study in Special Education
Prerequisites: Prior arrangements with faculty member and permission.
Description: Special research or reading project under direction of a staff member in the department.
Credit Hours: 1-3
Min credits per semester: 1
Max credits per semester: 3
Max credits per degree: 3
Format: IND

SPED 896B Directed Field Experience: Behavior Disorders
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896D Directed Field Experience: Deaf/Hard of Hearing
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896E Directed Field Experience: General Special Education
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896J Directed Field Experience: Gifted/Talented
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896L Directed Field Experience: Learning Disabilities
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896M Directed Field Experience: Mildly/Moderate Disabilities
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896P Directed Field Experience: Severe Disabilities
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896Q Directed Field Experience: Early Childhood Special Education
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896T Directed Field Experience: Transition
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896V Directed Field Experience: Visual Impairments
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD

SPED 896Y Directed Field Experience: Inclusion
Credit Hours: 1-6
Min credits per semester: 1
Max credits per semester: 6
Max credits per degree: 12
Format: FLD
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<td>SPED 897M</td>
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<td>SPED 897P</td>
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<td>SPED 897Q</td>
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<td>SPED 897V</td>
<td>Student Teaching: Visual Impairments</td>
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<td>SPED 897Y</td>
<td>Student Teaching: Inclusion</td>
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<td>SPED 897Z</td>
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<td>SPED 899</td>
<td>Masters Thesis</td>
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<td>Seminar in Special Education - Behavior Disorders</td>
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<td>SPED 907D</td>
<td>Seminar in Special Education - Deaf/Hard of Hearing</td>
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<td>SPED 907E</td>
<td>Seminar in Special Education - General Special Education</td>
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<td>SPED 907L</td>
<td>Seminar in Special Education - Learning Disabilities</td>
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<td>SPED 908</td>
<td>Resource Consultation Services</td>
<td>SPED 800, and one of the following: 831, 851, 861, 881</td>
<td>Roles and functions of school resource personnel in serving as educational consultants to regular school staff.</td>
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<td>SPED 920</td>
<td>Writing for the Behavioral Sciences</td>
<td></td>
<td>Three primary purposes: 1) provide feedback on writing; 2) allow opportunities to review manuscripts submitted for publication; and 3) prepare a manuscript suitable for submission to a professional journal. Designed for advanced graduate students enrolled in doctoral studies in education or a related discipline.</td>
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<td>SPED 921</td>
<td>Grant Writing for the Behavioral Sciences</td>
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<td>Designed for advanced graduate students in their second year of a doctoral program in special education, speech pathology, or a related discipline. Three primary purposes: 1) provide students the opportunity to learn about the grant writing process; 2) allow students the opportunity to write a personnel preparation grant; and 3) allow students the opportunity to write a research grant.</td>
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<td>SPED 922</td>
<td>Grants Management</td>
<td></td>
<td>The role of the Principal Investigator (PI) after a grant has been awarded, the responsibilities of a PI and discussion will focus on a variety of topics including budgeting, hiring and supervision of employees, and annual reporting. Learn how various university departments are involved in the management of a grant and what resources are available to assist them.</td>
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<td>SPED 932</td>
<td>Cognitive Strategy Instruction</td>
<td>SPED 800, 803, and 831</td>
<td>How to implement cognitive strategy instruction with students learning difficulties. Practical model which allows students to successfully teach cognitive strategies. Metacognition, attribution training, and attention deficit disorders.</td>
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<tr>
<td>SPED 942</td>
<td>Strategic Interventions for Students with Behavioral Needs</td>
<td>SPED 824 or equivalent. Admission to Graduate Degree or Certificate program in Special Education or by permission of instructor.</td>
<td>Strategic therapy structures and cognitive-behavioral interventions for school and clinical professionals dealing with students who present significant behavioral challenges. Issues in assessment, intervention, and consultation are addressed.</td>
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<td>SPED 942A</td>
<td>Special Topics in EBD</td>
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<td>Strategic therapy techniques for assessment and treatment of EBD.</td>
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<td>SPED 954</td>
<td>School Mental Health and Behavior Interventions</td>
<td>Crosslisted with: EDPS 954</td>
<td>Understanding of models for the delivery of mental health services in schools; and plan and deliver psychosocial interventions in school settings. Evidence-based interventions delivered at the classroom and school-wide levels emphasized with a three-tiered prevention model of service delivery appropriate for culturally and linguistically diverse students.</td>
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<td>SPED 956</td>
<td>Language Study of Teachers of Deaf and Hard of Hearing (DHH)</td>
<td>Crosslisted with: SLPA 956</td>
<td>Theoretical and practical aspects of American Sign Language (ASL) structure. Issues relevant to the use of sign language in education, written English as a second language, classroom discourse, and educational interpreting. Socio-lingual aspects of sign language among deaf and hearing individuals.</td>
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<tr>
<td>SPED 942A</td>
<td>Special Topics in EBD</td>
<td></td>
<td>Strategic therapy techniques for assessment and treatment of EBD.</td>
<td>1-3</td>
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<td>SPED 954</td>
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**Offered:** SUMMER
SPED 960 Family and School Collaboration in Special Education  
**Prerequisites:** Professional experience or completion of one practicum and/or field experience with young children (birth to age 5) or other individuals age 5 to 21 years who have disabilities.  
**Description:** Functions and interactions of both family and education systems. Impact of having a child with a disability on the normal and stressed family system. Promote family-professional partnerships in assessment and intervention for the child and/or student with an IFSP/IEP. Communication skills are reviewed and practiced for effective teaming among educators and for interviewing, consulting, collaborating and coaching with family members and other community team members.  
**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** LEC  
**Prerequisite for:** SPED 861

SPED 980 Assessment of Students with Severe, Sensory, and Developmental Disabilities  
**Prerequisites:** SPED 881 and 882; and permission  
**Description:** Designed to meet the needs of educators who conduct assessment of students with low incidence disabilities in school settings. Strategies emphasize assessing capabilities and needs in relationship to valued life outcomes. Processes of instructional outcomes. Some assessment conducted in schools and community settings. Learning outcomes individualized to match special education certification program.  
**Credit Hours:** 2  
**Max credits per semester:** 2  
**Max credits per degree:** 2  
**Format:** LEC

SPED 981 Functional Assessment and Behavioral Support for Students with Severe Developmental Disabilities  
**Prerequisites:** SPED 882 and permission. Majors in severe disabilities must parallel with SPED 896P (1 cr).  
**Notes:** SPED 981 requires observation in schools and applied assignments.  
**Description:** Assessment and intervention strategies for developing positive behavior support for students with severe disabilities or developmental disabilities who have challenging behavior. Rationale and principles for using an educative approach, functional behavior analysis, and a variety of individualized ecological and curricular interventions. Process of assessment conducted in school settings.  
**Credit Hours:** 2  
**Max credits per semester:** 2  
**Max credits per degree:** 2  
**Format:** LEC

SPED 995 Doctoral Seminar  
**Prerequisites:** Permission  
**Description:** The course is intended primarily for doctoral students, although non-doctoral graduate students may be admitted with special permission of the instructor. Students are immersed in outcome-based scholarly activities with a faculty mentor. Working on either an individualized or small group basis, students develop, execute and report one or more projects addressing the interaction between research and practice.  
**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 18  
**Format:** IND

SPED 996A Research Other Than Thesis  
**Credit Hours:** 1-12  
**Min credits per semester:** 1  
**Max credits per semester:** 12  
**Max credits per degree:** 12  
**Format:** IND

SPED 996B Readings in Special Education  
**Prerequisites:** Permission  
**Description:** Readings on selected problems in special education.  
**Credit Hours:** 1-12  
**Min credits per semester:** 1  
**Max credits per semester:** 12  
**Max credits per degree:** 12  
**Format:** IND

SPED 997J Advanced Practicum in Gifted Education  
**Crosslisted with:** EDPS 997J  
**Prerequisites:** Permission  
**Description:** Advanced practicum in the education of the gifted/talented child. Psychodiagnostic procedures; theory and research; and program organization, operation, and evaluation in a field setting.  
**Credit Hours:** 3  
**Max credits per semester:** 3  
**Max credits per degree:** 3  
**Format:** IND

SPED 999 Doctoral Dissertation  
**Prerequisites:** Admission to doctoral degree program and permission of supervisory committee chair  
**Credit Hours:** 1-24  
**Min credits per semester:** 1  
**Max credits per semester:** 24  
**Max credits per degree:** 99  
**Format:** IND