Department of Special Education

Degrees Offered

- Master of Arts (Some Options Closed to Admission)
- Doctor of Education (Closed to Admission)

The graduate program leading to the M.A. in Special Education is designed to prepare teachers of infants, toddlers, children, and adults with exceptionalities or to prepare service providers in a range of disciplines who work with individuals with exceptionalities in community services programs.

The graduate program leading to the Ed.D. in Education with a major in Special Education is focused on personnel preparation in special education and is designed to prepare graduates to engage in teaching, scholarship, and services as faculty members and researchers at colleges and universities.

Master’s Degree with or without Certification Program Options

- Early Childhood Special Education (preschool special needs grades pre-K–K) (Closed to Admission)
- Gifted Education (gifted grades 1–12) (Closed to Admission)
- Multicategorical Special Education (intellectual disabilities, learning disabilities, behavior disorders grades K–6 and/or 5–adult)
- Severe/Multiple Disabilities (severe disabilities grades K–adult) (Closed to Admission)

Master’s Degree Only Program Options

- Special Education (includes area of emphasis in Applied Behavior Analysis (Closed to Admission)

THE MASTER'S DEGREE PROGRAMS ARE OFFERED ENTIRELY ONLINE ACROSS THE U.S. AND IN APPROVED INTERNATIONAL LOCATIONS.

Applicants interested in one of the program areas should review the detailed information provided at https://specialed.wvu.edu or contact sped@mail.wvu.edu for a brochure and application or an update on availability of specific courses.

NOTE: The titles of teaching certification categories may differ in other states, so prospective students should contact the state education agency to determine whether a program will qualify them for certification in that state.

Doctoral Program Option

- Special Education with emphasis on Personnel Preparation in Special Education (Closed to Admission)

THE DOCTORAL DEGREE PROGRAM IN SPECIAL EDUCATION IS OFFERED ENTIRELY ONLINE ACROSS THE U.S.; IT IS NOT CURRENTLY AVAILABLE IN INTERNATIONAL LOCATIONS.

Applicants interested in the doctoral program should review the detailed information provided at https://specialed.wvu.edu or contact sped@mail.wvu.edu for a brochure and application or an update on availability of specific courses.

FACULTY

CHAIR
- Barbara L. Ludlow - Ed.D. (West Virginia University)

PROFESSOR
- Barbara L. Ludlow - Ed.D. (West Virginia University)
  - Severe/Multiple Disabilities, Early Intervention/Early Childhood Special Education, Personnel Preparation

ASSOCIATE PROFESSORS
- Kimberly K. Floyd - Ph.D. (Old Dominion University)
  - Preschool Special Needs, Inclusive Preschools, Assistive Technology
- Michael D. Mayton - Ph.D. (Tennessee Technological University)
  - Applied behavior analysis, Autism spectrum disorders, Intellectual disabilities
- Ann M. Richards - Ph.D. (University of Arizona)
  - Multicategorical Special Education, Transition, Law and Policy Issues
TEACHING ASSOCIATE PROFESSOR
• Melissa B. Harley - Ph.D. (San Diego State University)
  High Incidence Disabilities, Personnel Preparation, Program Evaluation

ASSISTANT PROFESSORS
• Carla B. Brigandi - Ph.D. (University of Connecticut)
  Academic enrichment, Environmental perceptions, Creativity & creative problem solving
• Alexandra Hollo - Ph.D. (Vanderbilt University)
  High-incidence disabilities, Applied behavior analysis
• Colleen F. Wood-Fields - Ph.D. (Old Dominion University)
  Assistive technology, Evidence-based reading instruction & curriculum development for students with moderate/severe disabilities

CLINICAL ASSISTANT PROFESSOR
• Bernard C. Jones - Ed.D. (West Virginia University)
  Inclusive Education, Cultural Competency, Emotional/Behavioral Disorders

PROFESSORS EMERITI
• Thomas P. Lombardi - Ph.D.
• Diane T. Woodrum - Ed.D.

ASSISTANT PROFESSOR EMERITUS
• Luise B. Savage - Ed.D.

Admissions

ADMISSION TO THE MASTER OF ARTS (M.A.) IN SPECIAL EDUCATION PROGRAM

All individuals seeking certification and/or a degree must be admitted into the special education program. Students are admitted on a rolling basis as regular, provisional, or non-degree students as follows:

REGULAR STATUS
The individual who meets all admission requirements is granted regular status as a certification and/or degree-seeking student.

• An earned baccalaureate degree from a regionally accredited college or university with a minimum grade point average of 3.0 (regular admission)
• Passing scores on a nationally standardized test of academic ability (Praxis Core or GRE or MAT) - contact program for current minimum scores and waiver conditions
• Permission for field and clinical experiences form signed by a public school system
• Other requirements specific to each program option

Other Requirements in Certification Programs
The individual must also meet these additional requirements:

• PRAXIS Core Academic Skills for Educators (Core) passing scores; scores may be waived in some circumstances - contact program personnel for current minimum scores
• Prior certification in education may be required in some program options - contact program personnel for current guidelines

PROVISIONAL STATUS
In some circumstances, individuals may be granted provisional status in the program if they meet ALL other admission requirements and fit into one of these categories:

• An earned baccalaureate degree from a regionally accredited college or university with a minimum grade point average of 2.75 (provisional admission);
• An earned baccalaureate degree from a regionally accredited college or university with a minimum grade point average of 2.50 IF prior successful completion of a Master's degree in education or a closely related area with GPA of 3.25 (provisional admission);
• An earned baccalaureate degree from a regionally accredited college or university with a minimum grade point average of 2.5 IF prior successful completion of a graduate TEACHER certification program of 12 credits minimum with GPA of 3.25 (provisional admission);
• An earned baccalaureate degree from a regionally accredited college or university with a minimum grade point average of 2.5 IF prior successful completion of an undergraduate program with earned GPA of 3.00 in the final 30 credits (provisional admission).
Provisional status allows the student an opportunity to remediate deficiencies in grade point average or other requirements in order to achieve regular status. Deficiencies must be made up by the deadline set in the admission letter.

NON-DEGREE STATUS
The individual who has earned a baccalaureate degree from a regionally accredited college or university but who does not seek certification or a master’s degree may be admitted as a non-degree student. This status allows the student to take a limited number of courses for additional endorsement to the professional teaching certificate and/or for professional development and/or personal growth.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENTS
The individual who is not a native speaker of English must also meet these requirements:

• Test of English as a Foreign Language (TOEFL) score - contact program personnel for current guidelines
• Personal interview and writing sample to document fluency needed for success in courses and field experiences

NOTE: The certification and Master's degree programs are online programs, and international students cannot obtain a visa for study in the U.S. but may participate while residing in their own home countries.

APPLICATION
All applications must comply with University, College, Department, and Program requirements. Teacher certification requirements are based on the West Virginia Department of Education’s Policy 5100 and Approval of Educational Personnel Preparation Programs and Policy 5202 Licensure of Professional/Paraprofessional Personnel

APPLICATION SUBMISSION PROCESS
Applications for admission beginning FALL semester: DUE AUGUST 1
Applications for admission beginning SPRING semester: DUE JANUARY 1
Applications for admission beginning SUMMER semester: DUE MAY 1

Decisions for admission are sent as soon as all applications materials are received and processed.

ADMISSION TO THE DOCTORAL PROGRAM (ED.D.) IN SPECIAL EDUCATION
All individuals seeking the doctoral degree emphasis in special education must be admitted into the special education program.

REGULAR STATUS
The individual who meets all of the following admission requirements is granted regular status as a degree-seeking student.

• An earned baccalaureate degree from a regionally accredited college or university with a minimum grade point average of 3.0
• An earned master’s degree from a regionally accredited college or university in special education or gifted education or disability services with a minimum grade point average of 3.25
• Prior teaching certification in some area of special education (for personnel preparation option) or in special education or disability services (for school leadership option)
• Submission of Graduate Record Examination (current version) within a five-year period - contact program for current minimum scores
• Two years of documented experience providing direct service in instruction or intervention to children or adults with exceptionalities in special education and/or gifted education and/or disability services
• Three letters of reference addressing the candidate’s past academic performance and qualities which would make the person suitable for doctoral-level study (contact program for specifications for reference letters)
• A personal goal statement illustrating a lifelong commitment to excellence in special education and/or gifted education and/or disability studies and articulating career goals focused on a faculty career
• An academic writing sample documenting knowledge of special education and/or gifted education and/or disability services and skill in organizing and expressing ideas and citing current sources in the professional literature

Applicants who meet the criteria specified above will also be required to undergo:

• A personal interview demonstrating communication and interpersonal skills
• A proctored writing sample to verify ability to express ideas with logic, clarity, and correct grammar

PROVISIONAL STATUS
Admission to the program with PROVISIONAL student status may be considered if openings are available:
Department of Special Education

--applicants who do not have a Master’s degree in Special Education but meet all other criteria may be admitted; they may need to complete additional graduate courses in special education or gifted education to enhance their knowledge and skills
--applicants who have only private school teaching experience but meet all other criteria may be admitted but may need to complete a practicum experience in a public school setting during the program

Admissions criteria are based on qualifications associated with academic success in doctoral study as well as qualifications that candidates applying for leadership positions are expected to have when seeking employment as faculty at colleges and universities. In recognition of the fact that no single criterion is an adequate predictor of satisfactory completion of a program of study or subsequent success in a professional career, faculty endorse multiple criteria for admission to this doctoral program. Requirements for admission are weighed using a +, 0, - system in judging each applicant and are considered necessary but not sufficient eligibility criteria for admission.

Applicants who meet all criteria are NOT automatically granted admission to the program. Admission is contingent upon number of applicants, number of current students, and availability of graduate faculty.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

Not applicable

NOTE: The doctoral program is an online program, and international students cannot obtain a visa for study in the U.S. and the program is not currently available in international areas.

APPLICATION SUBMISSION AND REVIEW PROCESS

Each applicant will submit all application materials and supporting documentation by the following dates:

Requests for PRIORITY* admission beginning FALL semester: DUE JAN 15
Requests for LATE* admission beginning FALL semester: DUE APRIL 15

Soon after the deadline, the Doctoral Admission Committee will review application files and meet to discuss applicants. Decisions will be based on applicant qualifications, program openings, and available faculty.

ALL applicants will be notified of the committee’s decision in writing by the following dates:

Decisions for PRIORITY* admissions for FALL semester: SENT MARCH 1
Decisions for LATE* admissions for FALL semester: SENT JUNE 1

Disability Studies Certificate

CERTIFICATE CODE - CG11

The WVU Center for Excellence in Disabilities, in collaboration with the Department of Special Education, offers a graduate certificate program in disability studies. The certificate in disability studies prepares students, as citizens, to cope with the complex economic and social issues related to disabilities by learning directly from persons with disabilities and their families. Students will be trained to enter the workforce with the knowledge, skills, and experience needed to provide state-of-the-art services to persons with disabilities and their families and to interact with co-workers who have disabilities.

Through the certificate program, students collaborate with and learn from experts in the disability arena, including pediatric neurologists, geneticists, speech-language pathologists, audiologists, special education leaders, social workers, physical and occupational therapists, and others. These professionals, who are experienced clinicians, researchers, and educators, provide didactic instruction, clinical instruction, and mentorship to students.

Students will also have the opportunity to gain leadership and management skills that prepare them to enter the workforce with increased professional independence. The certificate program exposes students to social justice issues, Appalachian concerns, principles of practice, and cultural diversity while developing their expertise in rural practice environments. As part of the program, students have the opportunity to observe programs that serve those with disabilities and their families.

• Students must take two three-credit hour mandatory interdisciplinary courses: one of which is DISB 580.
• Six hours may be elective courses that cover subject matter related to persons with disabilities or courses within the student’s own academic discipline for which they have received prior approval from the certificate program director and the course instructor. Students will be required to complete a project that applies coursework to issues relating to persons with disabilities.
• Two credit hours are earned through thirty volunteer hours in which the student has direct interaction with persons who have disabilities.
• One credit hour is the capstone experience (DISB 686) which includes samples of the student’s accumulated work in disabilities, a final essay, and an oral presentation.
• Students must earn a B- or better in all courses to be awarded the certificate upon completion of all requirements.

The graduate Interdisciplinary Certificate in Disability Studies is offered on campus.
COURSES

SPED 500. Legal/Educational Foundations: Special Education. 3 Hours.
Comprehensive overview of legal requirements and educational practices related to exceptionalities which require special education.

SPED 513. Internship: Multicategorical Special Education K-6. 3 Hours.
PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades K-6.

SPED 514. Internship: Multicategorical Special Education 5-Adult. 3 Hours.
PR: Consent. Internship or advanced student teaching for certification or additional endorsement to work with students with mild/moderate disabilities in grades 5-12.

SPED 561. Individualizing Academic Instruction for Special Needs. 3 Hours.
Planning, implementing and evaluating modifications to core academic curriculum in reading/literacy, mathematics, science and social studies; developing unit plans and lesson plans using Differentiated Instruction and Universal Design for Learning; designing individualized learning activities and instructional materials to teach academic content.

SPED 562. Designing Supportive Learning Environments for Special Needs. 3 Hours.
Designing and arranging learning environments that support diverse learners and promote inclusion of students with disabilities; using classroom settings, schedules, activities, and expectations to create a positive classroom climate and promote engagement in learning by students with and without special needs; using positive behavior supports to manage individual and group behaviors in the classroom.

SPED 563. Co-Planning/Co-Teaching for Inclusion for Special Needs. 3 Hours.
Developing successful working relationships with teacher colleagues, implementing models of professional collaboration and consultation in school settings; implementing models of co-teaching in classroom environments; coordinating planning and teaching activities for co-taught lessons; applying conflict management and problem resolution strategies to facilitate collaboration in inclusive schools.

SPED 564. Initial Professional Practice for Special Needs. 1 Hour.
Mentored initial classroom practice in applying evidence-based practices for students with disabilities related to individualized instruction, classroom and behavior management, and collaboration and consultation; guided self-assessment of and reflection on entry-level performance related to state teaching standards to inform professional development.

SPED 565. Promoting Academic Learning and Achievement for Special Needs. 3 Hours.
Designing, planning and implementing evidence-based practices and specialized instructional strategies for students with disabilities; conducting curriculum-based assessments to monitor student progress and evaluate achievement of learning outcomes in the core academic curriculum in reading/literacy, mathematics, science and social studies.

SPED 566. Individualizing Behavior Interventions for Special Needs. 3 Hours.
Developing and conducting functional behavior assessments to target inappropriate behaviors exhibited by students with disabilities; designing and implementing individualized Behavior Intervention Plans to promote student engagement and manage inappropriate behaviors in the classroom; collecting and interpreting data to assess effectiveness of Behavior Intervention Plans.

SPED 567. Collaborating for Effective Educational Programs for Special Needs. 3 Hours.
Legal and education foundations of special education services, including eligibility, placement, individual education programs, and collaborative programs; strategies for developing partnerships with families and collaborating with professionals from education and related services disciplines; team-based strategies for developing individualized education programs planning for transition into adulthood.

SPED 568. Advanced Professional Practice for Special Needs. 2 Hours.
Mentored advanced classroom practice in applying evidence-based practices for students with disabilities related to individualized instruction, classroom and behavior management, and collaboration and consultation; formal professional assessment of end-of-year performance related to state teaching standards to inform planning for future professional development.

SPED 591. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation in advanced topics that are not covered in regularly scheduled courses.

SPED 593. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

SPED 600. Instructional/Assistive Technology. 3 Hours.
Characteristics and functions of instructional and assistive technologies; selection, design and implementation of devices for mobility, manipulation, environmental control communication, and learning; and legal mandates, ethical issues and policy initiatives in technology adoption and utilization.

SPED 601. Academic Interventions for Special Needs. 3 Hours.
Curriculum development and instructional programming across academic content areas for students with mild/moderate disabilities.

SPED 602. School-Based Assessment for Special Needs. 3 Hours.
Development of expertise in various forms of cognitive and effective assessment techniques, understanding psychoeducational needs of exceptional learners, and designing appropriate educational prescriptions from assessment protocols.
SPED 603. Classroom/Behavior Management for Special Needs. 3 Hours.
Theory and classroom application of procedures to implement behavior changes in children with mild/moderate disabilities and/or problems; effective
group and individual behavior management.

SPED 604. Characteristics/Educational Adaptations: Developmental Disabilities. 3 Hours.
Characteristics and educational implications of physical, neurological, and sensory impairments; management strategies, adaptive equipment and
assistive technology; and functional skills training programs for infants, toddlers and preschoolers with special needs and persons with severe
disabilities.

SPED 605. Family/Professional Collaboration: Developmental Disabilities. 3 Hours.
Strategies and interpersonal skills for needs assessment, conferencing and training; parental involvement; interdisciplinary teaming interagency
collaboration in educational programs for infants, toddlers, and preschoolers with special needs and persons with severe disabilities.

SPED 606. Communication and Literacy Intervention: Developmental Disabilities. 3 Hours.
Design and implementation of assessment, instruction and augmentative communication devices to promote learning of communication, oral language
and early literacy skills by infants, toddlers and preschoolers with special needs and persons with severe disabilities.

SPED 607. Formal and Informal Assessment: Developmental Disabilities. 3 Hours.
Principles and practices of assessment, legal and ethical issues in assessment, and using assessment results to plan individualized educational
programs for infants, toddlers, and preschoolers with special needs and persons with severe disabilities.

SPED 609. Technology Applications for Special Needs. 3 Hours.
Implementing computer-assisted and online instruction in the special education programs; technology tools for student learning and collaboration as well
as teacher design and management of instruction.

SPED 610. Typical/Atypical Development: Early Intervention. 3 Hours.
Characteristics of atypically developing children from birth through age six; causes and correlates of developmental delays and disabilities and at risk
conditions during the prenatal, perinatal and postnatal periods; and strategies for promoting child development in early intervention programs.

SPED 611. Early Learning Curriculum: Early Intervention. 3 Hours.
Design and evaluation of developmental and pre-academic curricula based on early learning standards and individualized family service or education
plans for infants, toddlers, and preschoolers with special needs.

SPED 612. Responsive Intervention: Early Intervention. 3 Hours.
Design, delivery and evaluation of individualized instruction for infants, toddlers, and preschoolers with special needs using relationships and routines-
based interventions to promote early development, parent-child interactions, and acquisition of pre-academic skills.

SPED 613. Inclusive Practices in Early Childhood Education Settings. 3 Hours.
Inclusive practices in early childhood education programs for children with developmental disabilities, delays and at risk conditions from three to eight
years of age; pre-academic and social skills development with attention to designing curricula, individualized education programs, and evidence-based
practices to foster pre-academic and social skills of individual learners with special needs in inclusive settings.

SPED 616. Behavior Guidance/Support: Early Intervention. 3 Hours.
Development guidance and positive behavior support for infants, toddlers and preschoolers with special needs in home-and center-based programs to
foster emotion development social skills and appropriate behavior.

SPED 617. Birth to Three Services for Children and Families. 3 Hours.
Overview of services for infants and toddlers with disabilities or at risk and families, including assessment; natural environment; role and importance
of family; routines-based intervention model; importance of quality interactions among caregivers and children; collaboration among family members,
caregivers, and early intervention providers; and transition process.

SPED 619. Culminating Practicum: Early Childhood Special Education. 6 Hours.
PR: Consent. Internship or advanced student teaching in this area of specialization. Early intervention/early childhood special education.

SPED 620. Standards-Based Curriculum: Severe Disabilities. 3 Hours.
Design and evaluation of academic and functional curricula based on state content standards and individualized education and habilitation plans for
children and adults with severe disabilities.

SPED 622. Instructional Programming: Severe Disabilities. 3 Hours.
Design, delivery and evaluation of individualized instruction for children and adults with severe disabilities to promote access to the general education
curriculum and develop academic, social and functional skills in inclusive school and community environments.

SPED 625. Secondary/Adult Programs: Severe Disabilities. 3 Hours.
Education and habilitation in secondary and post-secondary programs for children and adults with severe disabilities in functional academics, vocational
training, independent living, productive employment, community participation, recreation/leisure skills, and sexuality and aging.

SPED 626. Positive Behavior Support: Severe Disabilities. 3 Hours.
Strategies for functional analysis, prevention, intervention, and crisis management of self-injury, stereotypes, self-stimulation, noncompliance, and
aggression; legal and ethical issues in management of problem behavior.

SPED 629. Culminating Practicum: Severe/Multiple Disabilities. 6 Hours.
PR: Consent. Internship or advanced student teaching in this area of specialization. Severe/Multiple Disabilities.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Hours</th>
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<tbody>
<tr>
<td>SPED 630</td>
<td>Intro Low Vision/Blindness.</td>
<td>3</td>
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<td></td>
<td>Vision impairments and their impact on development and learning; psychosocial aspects of vision loss</td>
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<td>for individual and family; functional vision assessment; legal and educational foundations of programs</td>
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<td>for individuals with low vision/blindness.</td>
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<tr>
<td>SPED 631</td>
<td>Introduction to Braille.</td>
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<td>Fundamentals of Braille code, employing Braille code for reading and writing, implements for</td>
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<td></td>
<td>production of Braille code, and uses of Braille code by individuals with low vision/blindness.</td>
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<td>SPED 632</td>
<td>Braille Reading and Literacy Development.</td>
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<td>PR: SPED 631. Assessment of literacy skills; teaching of reading and writing, using print</td>
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<td></td>
<td>enhancements, assistive technologies and Braille; teaching Braille readiness and Braille reading</td>
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<td>and writing skills; development of literacy in individuals with low vision/blindness.</td>
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<tr>
<td>SPED 633</td>
<td>Nemeth Code and Mathematics Development.</td>
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<td></td>
<td>PR: SPED 631. Assessment of mathematics skills; teaching of computation and problem solving using</td>
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<td></td>
<td>print enhancements, assistive technologies and Nemeth code; teaching Nemeth code for mathematics</td>
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<td>and other areas; development of numeracy in individuals with low vision/blindness.</td>
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<td>SPED 634</td>
<td>Teaching Students With Low Vision/Blindness.</td>
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<td>Classroom and itinerant teaching models; design and delivery of instruction in academic and functional</td>
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<td></td>
<td>skills and selection of methods, materials and environments to promote learning by individuals with</td>
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<td></td>
<td>low vision/blindness.</td>
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<tr>
<td>SPED 635</td>
<td>Teaching Students With Vision/Multiple Impairments.</td>
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<td>Service delivery models; design and delivery of instruction in academic and functional skills and</td>
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<td>selection of methods, materials and environments to promote learning by individuals with multiple</td>
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<td>impairments (vision impairments plus other impairments).</td>
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<tr>
<td>SPED 636</td>
<td>Basic Orientation and Mobility Skills.</td>
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<td>Environmental cues, environmental arrangement, travel skills and mobility aids as well as strategies</td>
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<td>for teaching individuals with low vision/blindness orientation and mobility skills for safety and</td>
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<td>independence.</td>
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<td>SPED 637</td>
<td>Culminating Practicum: Low Vision/Blindness.</td>
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<td>PR: Consent. Internship or advanced student teaching in this area of specialization: low vision/</td>
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<td></td>
<td>blindness.</td>
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<td>SPED 650</td>
<td>Learning Characteristics: Autism.</td>
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<td>Characteristics and educational implications of autism spectrum disorders, assessment of individual</td>
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<td>learning and behavior, and panning, implementing and collaborating in the design of programs and</td>
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<td>services for children and adults.</td>
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<td>SPED 652</td>
<td>Educational Interventions: Autism.</td>
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<td>Design, delivery and evaluation of instruction for individuals with autism spectrum disorders, use</td>
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<td>of assistive technology and augmentative communication and implementation of functional behavior</td>
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<td>assessment and positive behavior support for children and adults.</td>
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<td>SPED 653</td>
<td>Professional Ethics for Behavior Analysts.</td>
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<td>This course will provide for prospective behavior analysts a range of ethical principles and</td>
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<td>practices appropriate to governing self-guided professional activities, as well as those conducted</td>
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<td>for and with external agencies, service recipients, and their caregivers and families.</td>
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<td>SPED 654</td>
<td>Foundations and Philosophies of Applied Behavior Analysis.</td>
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<td>The purpose of this course is to provide a philosophical and procedural foundation in the science and</td>
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<td>technology of behavior analysis. Course concepts will connect basic findings from behavioral</td>
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<td>research to fundamental treatment concepts and applications for professionals.</td>
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<td>SPED 655</td>
<td>Naturalistic and Functional Analyses of Behavior.</td>
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<td>The purpose of this course will be instruction in the use of functional behavior assessment and</td>
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<td>functional analysis procedures, as well as the proper use of these procedures within the steps of</td>
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<td>creating and implementing effective, evidence-based programs of behavior change. Emphasis will be</td>
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<td>placed on connecting assessment results to the interventions most likely to produce desired,</td>
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<td>sustainable change.</td>
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<td>SPED 656</td>
<td>Methods in Behavioral Intervention and Treatment.</td>
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<td>The purpose of this course will be to instruct students in the use of specific techniques for (a)</td>
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<td>applying the principles of operant conditioning, (b) adapting techniques for individual needs and</td>
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<td>preferences, (c) modifying behavior in applied settings, and (d) evaluating and adjusting</td>
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<td>intervention components for maximal effectiveness.</td>
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<tr>
<td>SPED 657</td>
<td>Systems for Behavior Change/Team Building/Case Management.</td>
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<td>This course will integrate the thoughtful use of behavior change systems (e.g., those that plan for</td>
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<td>sustainability and generalization) with procedures for training agency staff, families, and</td>
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<td>education professionals in the implementation of behavior support plans. Special emphasis will be</td>
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<td>placed on effectively and efficiently assessing procedural integrity, social validity, and the level</td>
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<td>of intrusiveness of behavioral treatments.</td>
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<td>SPED 659</td>
<td>Culminating Practicum: Autism Spectrum Disorders.</td>
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<td>PR: Consent. Internship or advanced student teaching in this area of specialization: Autism spectrum</td>
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<td>disorders.</td>
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<td>SPED 661</td>
<td>Transition Planning and Programs for Students with Disabilities.</td>
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<td>Laws, policies, and evidence-based practices related to transition for students with disabilities,</td>
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<td>including assessment, transition planning, and instructional methods to facilitate successful</td>
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<td>postsecondary enrollment, employment, daily living, social relationships, and community involvement.</td>
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**SPED 662. Differentiating Instruction for English Language Learners with Disabilities. 3 Hours.**
Overview of second language learning; characteristics and needs of individuals with disabilities when English is a second language; and evidence-based strategies for using universal design and differentiated instruction to plan, implement and evaluate instruction for K-12 students who have disabilities and are English Language Learners.

**SPED 663. Collaborative-Consultative Inclusion Strategies. 3 Hours.**
Strategies for building and maintaining effective collaborative teams for the inclusive environment. Communication, decision making, group dynamics, and conflict resolution will be discussed.

**SPED 665. Mathematics for Special Needs. 3 Hours.**
Comprehensive approach to mathematics instruction for students with mild/moderate disabilities, curriculum design and modifications, curriculum-based assessment of individual needs and learning outcomes, and research-based strategies to address special needs in mathematics.

**SPED 666. Reading for Special Needs. 3 Hours.**
Comprehensive approach to reading instruction for students with mild/moderate disabilities, curriculum design and modifications, curriculum-based assessment of individual needs and learning outcomes, and research-based strategies to address special needs in reading.

**SPED 667. Elementary Content Methods. 3 Hours.**
Elementary programs for students with mild/moderate disabilities, planning and delivering research-based intervention in reading, mathematics and written expression to address content standards and learning needs, and academic study survival skills.

**SPED 668. Secondary Content Methods. 3 Hours.**
Secondary and post-secondary programs for students with mild/moderate disabilities, planning and delivering research-based intervention in core content areas to address content standards and learning needs and development and implementation of transition plans.

**SPED 669. Culminating Practicum: Multicategorical Special Education. 6 Hours.**
PR: Consent. Internship or advanced student teaching in this area of specialization: multicategorical special education.

**SPED 670. Gifted Learners: Identification and Development. 3 Hours.**
Introductory course concerning characteristics of gifted and talented children and implications these factors have for education. Definition, characteristics, history and philosophy of special programs, identification procedures, and development of program prototypes across grade levels.

**SPED 671. Gifted and High Ability Learners in Inclusive Classrooms. 3 Hours.**
Characteristics of gifted and high academic ability students that create opportunities and challenges for learning in general education classrooms; differentiated instructional strategies to tailor academic curriculum content to individual needs; design of project-based learning for individual and group instruction; collaboration strategies to coordinate work of gifted education specialists and general education teachers at the elementary and secondary levels.

**SPED 672. Teaching Strategies: Gifted Education. 3 Hours.**
Development of qualitatively different educational experiences for gifted students. Models of differentiation in contents, process, and product in academic areas.

**SPED 674. Support for Special Populations in Gifted Education. 3 Hours.**
Emotional and social needs of students who are gifted and talented, strategies for designing instructional programs to foster emotional maturity and social relationships, and considerations for working with special populations of gifted and talented individuals.

**SPED 675. Research to Practice. 3 Hours.**
Identification of special education issues and action research strategies for investigating issues in educational practice.

**SPED 676. Critical Thinking/Creativity in Gifted Education. 3 Hours.**
Definition and rationale for promoting critical thinking and creativity skills in students who are gifted and talented; design of instructional activities to teach reasoning, problem solving, decision making, brainstorming, and creative problem solving.

**SPED 679. Culminating Practicum: Gifted Education. 6 Hours.**
PR: Consent. Internship or advanced student teaching in this area of specialization: gifted education.

**SPED 680. Culminating Project. 6 Hours.**
PR: Consent and completion of all required courses. Planning for and completion of an individualized project in applied research or curriculum development or program design to document integration of knowledge and skills across courses as the final requirement for completion of the Master's degree in special education. (6 hr. lec.).

**SPED 689A. . 1-6 Hours.**
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

**SPED 689A. . 1-6 Hours.**
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

**SPED 689B. . 1-6 Hours.**
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.
SPED 689B. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689C. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689D. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689E. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689F. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689G. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689H. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689I. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689J. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689K. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689L. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689M. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689N. . 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689O. . 1-6 Hours.
PR: Consent. Internship; advanced student teaching in each certification area; administration and supervision practicum.
SPED 689P. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689Q. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689R. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689S. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689T. 1-6 Hours.

SPED 689U. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689V. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689W. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689X. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689Y. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 689Z. 1-6 Hours.
PR: Consent. Internship, advanced student teaching in each certification area; administration and supervision practicum.

SPED 690. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in the college teaching of special education. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.)

SPED 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

SPED 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.

SPED 695. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

SPED 697. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.)

SPED 713. Designing Single Case Research. 3 Hours.
Measurement and design tactics for research with one or a small number of participants allowing the researcher to identify effective practices for individual students or clients.

SPED 767. Professional Product Preparation. 1 Hour.
Supervised experiences in planning and developing responses, preparing documentation, and responding to faculty feedback in the preparation of professional products for committee review.

SPED 768. Prospectus Development. 1-6 Hours.
Supervised experiences in planning the dissertation research project, developing the chapters for the prospectus, and preparing the proposal document for review by committee members.

SPED 769. Faculty Career Development. 1 Hour.
Supervised experiences in searching for available positions, preparing and submitting application materials, participating in campus interviews, and planning a successful future career.

SPED 770. Policy Analysis and Development. 3 Hours.
Advanced foundations of special education and disability services; historical trends and philosophical perspectives; policy review, analysis, research, and formulation; and advocacy roles and activities related to policy development.

SPED 771. Personnel Preparation Strategies. 3 Hours.
Design, delivery and evaluation of preparation programs in special education and disability services; observation, supervision and evaluation of student teaching and practicum experiences; issues and trends in special education personnel preparation.
SPED 772. Professional Writing and Grant Writing. 3 Hours.
Writing for professional publication in special education and disability services; review and editing of the written works of others; grant writing and review for private foundations or state and federal agencies.

SPED 773. Professional Development Models. 3 Hours.
Design, implement, and evaluate professional development for practitioners in special education and disability services, including induction and mentoring programs, peer and consultant coaching, in-service training for individuals and groups, and communities practice.

SPED 774. Analysis and Design of Research. 3 Hours.
Research literature in special education and disability services; integrative reviews and research critiques; formulation of research questions; translation of questions into appropriate research designs for participants with exceptionalities; preparation of research proposals.

SPED 775. Program Administration and Supervision. 3 Hours.
Planning/implementing service delivery for eligibility, placement, program planning, and assessment; developing/ managing budgets with multiple funding sources; staffing practices for hiring and monitoring personnel; communication and interaction skills for collaborative activities.

SPED 776. Leadership for System Change. 3 Hours.
Theories of leadership; current and evolving legislative mandates and service paradigms in special education and disability services; planning, implementing and evaluating systems change; collaborative, team building and conflict resolution during innovation.

SPED 779. Contemporary Issues and Trends. 3 Hours.
Analysis, discussion and research review of contemporary issues and trends in special education and disability services; selecting and defending a position on a variety of legal, ethical, social and programmatic issues.

SPED 781. Orientation to Doctoral Study. 1 Hour.
Introduction to doctoral study in special education; University, college, department and program option requirements; leadership roles/responsibilities for teacher education faculty or special education administrators/ supervisors; planning for committee selection and program of study preparation.

SPED 782. Professional Practice in Systems Advocacy. 1 Hour.
Supervised experience in advocating for change in current emerging areas of state and federal policy as it applies to special education or disability services.

SPED 783. Professional Practice in College Instruction. 1 Hour.
(May be repeated for a maximum of 3 hours.) Supervised experience in design, delivery, and evaluation of a college or university course in special education or disability services.

SPED 784. Professional Practice in Clinical Supervision. 1 Hour.
Supervised experiences in observing, supervising and evaluating student or practicing educator performance in a practicum setting in special education or disability services.

SPED 785. Professional Practice in Empirical Research. 1 Hour.
(May be repeated for a maximum of 3 hours.) Supervised experience in designing, conducting and reporting research using quantitative and/or qualitative methods in special education or disability services.

SPED 786. Professional Practice in Service Activities. 1 Hour.
Supervised experiences in planning, implementing and evaluating service activities at local, state and/or national levels in special education or disability services.

SPED 787. Professional Practice in Program Administration. 1 Hour.
Supervised experiences in operation and management of programs and services related to special education in school systems and/or disability services in community agencies.

SPED 788. Professional Practice in Personnel Support. 1 Hour.
Supervised experiences in instructional supervision and personnel evaluation in programs related to special education in school systems and/or disability services in community agencies.

SPED 789. Professional Practice in Evaluation Practices. 1 Hour.
Supervised experiences in needs assessment and program evaluations related to special education in school systems and/or disability services in community agencies.

SPED 790. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of special education. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It will also present a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.).

SPED 791. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

SPED 792. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

SPED 793. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.
SPED 794. Seminar. 1-6 Hours.
Special seminars arranged for advanced graduate students.

SPED 795. Independent Study. 1-9 Hours.
Faculty supervised study of topics not available through regular course offerings.

SPED 796. Graduate Seminar. 1 Hour.
PR: Consent. Designed to permit graduate students an opportunity to present research to the assembled faculty and graduate student body. (Graded as S/U.)

SPED 797. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or the equivalent scholarly project, or a dissertation (Grading may be S/U).

SPED 798. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

SPED 799. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking coursework credit but who wish to meet residency requirements, use the University's facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department's 699/799 Graduate Colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is S/U; colloquium credit may not be counted against credit requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.

SPED 900. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g. education, community health, geology.) The continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.

SPED 930. Professional Development. 1-6 Hours.
Professional development courses provide skill renewal or enhancement in a professional field or content area (e.g., education, community health, geology.) These tuition waived continuing education courses are graded on a pass/fail grading scale and do not apply as graduate credit toward a degree program.