Special Education

Degrees Offered

- Master of Arts in Special Education  (THIS PROGRAM IS CURRENTLY CLOSED TO ADMISSIONS)
- Doctor of Education with a major in Special Education  (THIS PROGRAM IS CURRENTLY CLOSED TO ADMISSIONS)

Master of Arts in Special Education - CURRENTLY CLOSED TO ADMISSIONS

OVERVIEW

The graduate program in Special Education at WVU is designed to develop knowledge and skills related to working with children, adolescents and adults with exceptionalities in special education or disability services in schools or community agencies.

PROGRAM DELIVERY FORMAT

This program is offered entirely ONLINE throughout the United States and in approved international locations.

RETENTION REQUIREMENTS

To maintain ACTIVE student status, students must enroll in at least one (1) course during the effective term of admission and also at least two (2) courses every year. Students who fail to sustain enrollment each year will be converted to inactive status and will be required to reapply to the university and program and meet any additional new requirements in effect at that time. Students are expected to comply with all academic and conduct policies as outlined in the WVU Graduate Catalog, in the WVU Student Handbook, and on the Department of Special Education website.

Retention in the program and/or graduation is based on SATISFACTORY PROGRESS or maintaining a GPA of 3.0 with a grade of A or B in ALL required courses. A grade of Incomplete will only be approved for emergency situations; all requirements must be completed BEFORE the end of the next academic semester. Students who DO NOT clear the grade of Incomplete by the deadline will be assigned a grade of FAIL by the instructor immediately after the due date.

Students who do NOT earn a grade of A or B in a required course will be required to RE-TAKE THE COURSE to be eligible for the culminating practicum or culminating project.

Students who do NOT maintain a GPA of 3.0 (includes courses with grade of Incomplete) in a given semester MAY be placed on PROBATION and permitted one (1) additional semester to increase the GPA to 3.0.

Students whose GPA is too low to be raised by a probationary period OR who do NOT obtain a GPA of 3.0 after the probationary period will be subject to DISMISSAL from the program.

Students who engage in academic dishonesty will be assigned 0 points for the assignment or exam for the first offense, an F for the course for the second offense, and dismissed from the program for the third offense. Students dismissed from a program will NOT be permitted to re-apply to ANY special education program.

GRADUATION AND COMPLETION REQUIREMENTS

The MINIMUM time to complete most certification or degree programs in special education is:

- TWO (2) calendar years at the rate of SIX (6) credits per semester (part-time study – recommended for students who are working full time and/or have extensive family responsibilities)

- ONE AND ONE HALF (1.5) calendar years at the rate of NINE (9) credits per semester (full-time study- recommended for students who are not employed and/or have minimal family responsibilities.

The MAXIMUM time to complete a graduate degree program at WVU (including all transferred courses) is EIGHT (8) years.

Doctor of Education/Major in Special Education - CURRENTLY CLOSED TO ADMISSIONS

OVERVIEW

The doctoral program in Special Education at WVU is designed to develop knowledge and skills related to leadership roles and responsibilities in personnel preparation at colleges and universities or in professional development at public schools or community agencies to prepare professionals who will work with children, adolescents and adults with exceptionalities in special education or disability services.
PROGRAM DELIVERY FORMAT
This program is offered entirely ONLINE throughout the United States and in approved international locations.

RETENTION REQUIREMENTS
To maintain ACTIVE student status, students must enroll in at least one (1) course during the effective term of admission and also at least two (2) courses every year. Students who fail to sustain enrollment each year will be converted to inactive status and will be required to reapply to the university and program and meet any additional new requirements in effect at that time. Students are expected to comply with all academic and conduct policies as outlined in the WVU Graduate Catalog, in the WVU Student Handbook, and on the Department of Special Education website.

Retention in the program and/or graduation in ANY doctoral program in the College of Education and Human Services is based on SATISFACTORY PROGRESS or maintaining a GPA of 3.25 with a grade of A or B in ALL required courses. A grade of Incomplete is only approved for emergency situations; all requirements must be completed BEFORE the end of the next academic semester. Students who DO NOT clear the grade of Incomplete by the deadline will be assigned a grade of FAIL by the instructor immediately after the due date.

Students who do NOT maintain a GPA of 3.25 (includes courses with grade of Incomplete) in a given semester MAY be placed on PROBATION and permitted one (1) additional semester to increase the GPA to 3.0. Students whose GPA is too low to be raised by a probationary period OR who do NOT obtain a GPA of 3.25 after the probationary period will be subject to DISMISSAL from the program. Students who engage in academic dishonesty will be assigned an F for the course for the first offense and dismissed from the program for the second offense. Students dismissed from a program will NOT be permitted to re-apply to ANY special education program.

RESIDENCY REQUIREMENT
WVU requires ALL students to complete one (1) academic year in residency as part of the requirements for any doctoral degree. In this online program, an alternative residency requirement will be satisfied by completing the professional practice experiences in local public schools and colleges/universities over a three (3) year period.

Admissions to the Master's Degree in Special Education --CLOSED TO ADMISSIONS

REGULAR ADMISSION
REGULAR admission is granted ONLY WHEN ALL these criteria are met:

Requirements for ALL graduate programs:

- Bachelor’s degree from a regionally accredited institution with minimum GPA* of 3.00 out of 4.0;
- Passing scores on a nationally standardized test of academic ability within a 10 year period: 850 (old) OR 280 (new) on the Graduate Record Exam (GRE) OR 400 on the Miller Analogies Test (MAT) OR passing scores on the Praxis CASE (see below) OR passing scores on Praxis PPST (ONLY if already certified) OR Master’s degree in education or a closely related area from a regionally accredited institution with minimum GPA of 3.25 OR professional certificate or license plus documented two (2) years consecutive teaching or clinical experience within the past 10 years verified by copy of certificate or license plus employer letter;
- Recommendation for Graduate Study (see Program Application Form) completed by a previous course instructor;

NOTE: OTHER TESTS MAY BE SUBSTITUTED IF DOCUMENTATION PROVIDED SHOWS CONTENT SUBSTANTIALLY EQUIVALENT TO CASE.

PROVISIONAL ADMISSION
PROVISIONAL admission** MAY be considered under SOME circumstances IF ALL other criteria are met:

- Bachelor’s degree from a regionally accredited institution with minimum GPA* of 2.75+ out of 4.0
- Bachelor’s degree from a regionally accredited institution with minimum GPA* of 2.50+ out of 4.0 ONLY IF:
  a. undergraduate degree transcript documents minimum GPA of 3.0 in final 30 credits; OR
  b. graduate transcript documents at least 18 credits leading to teaching certification with minimum GPA 3.25; OR
  c. prior Master’s degree in education or closely related area with minimum GPA 3.25

NOTE: UNDERGRADUATE COURSES ONLY ARE COUNTED IN CALCULATING THE GPA. APPLICANTS WITH GPAs MAY BE ABLE TO RAISE THEIR UNDERGRADUATE GPA BY TAKING ADDITIONAL UNDERGRADUATE COURSES BEFORE APPLYING.

NOTE: Provisional admission is contingent upon maintaining GPA of 3.0 and grades of A or B (and/or making up any identified deficiencies) within the first 9 credits or within 2 semesters, whichever comes first.

Applications submitted before the due date with all supporting documentation are eligible for EARLY ADMISSION. Applications that are incomplete will be rejected. Applicants who meet all regular admission criteria will be admitted automatically to the program. Applicants who meet criteria for provisional admission are ONLY considered IF additional openings remain at that point. Under NO circumstances will ANY admission requirement be waived. Dual enrollment is only permitted in exceptional circumstances.
The WVU Application for Graduate Admission is available at https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=wvugrad.

The Department of Special Education Program Application Form can be obtained at sped@mail.wvu.edu.
For assistance in completing applications, please contact sped@mail.wvu.edu or 304-293-3450.

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

Rolling admissions processing policy means that applications for admissions are processed and a decision is made as soon as all application materials are available, and applicants are notified immediately after the application review has been completed.

Admissions to the Doctoral Degree in Special Education -- CLOSED TO ADMISSIONS

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 (personnel preparation option). 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.

REGULAR ADMISSION

Admission to the program with REGULAR student status is based upon consideration of how well each applicant meets ALL the criteria outlined below.

Every applicant will be reviewed to determine the extent to which they meet these criteria:
* Bachelor's degree from a regionally accredited institution with minimum GPA of 3.0 out of 4.0
* Masters degree from a regionally accredited institution in Special Education or Gifted Education with a minimum GPA of 3.25 out of 4.0
* Graduate Record Exam (GRE) TOTAL (verbal plus quantitative) score within a 7 year period of 1000 total (old) or 300 (new) with minimum verbal 450 (old) or 155 (new) and minimum analytical 4.5
* documentation of state teaching certification in some area of special education or gifted education
* MINIMUM of two (2) full years of documented experience providing instruction as a public school teacher of students with exceptionalities in grades PK-12
* personal goal statement illustrating a lifelong commitment to excellence in special education and/or gifted education and articulating specific research interests and clear career goals focused on a leadership position in special education in special education
* academic writing sample documenting knowledge of special education/gifted education, skill in organizing and expressing ideas, and appropriate citations of current sources in the professional literature
* three (3) letters of reference supporting academic ability AND professional commitment from professionals currently working in special education or gifted education; the first letter must be from an individual with a doctoral degree in special education or gifted education with direct knowledge of the applicant’s academic achievement during the Master’s degree program; the second letter must be from an employment supervisor who can verify job performance during the most recent employment as special educator or gifted educator; the third letter should be from another professional
NOTE: ALL letters should address leadership potential, work habits and ethics, and interpersonal skills

Applicants who meet the criteria specified above will also be required to undergo:
* a personal interview demonstrating knowledge of the field and communication and interpersonal skills
* a proctored writing sample to verify ability to express ideas with logic, clarity and correct grammar

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.

PROVISIONAL ADMISSION

Admission to the program with PROVISIONAL student status will be considered for individuals who meet most but not all of the criteria outlined above; however, students admitted provisionally may be required to complete additional requirements such as completing additional courses or practicum experiences.

Individuals from international areas can NOT obtain a U.S. visa to enroll in an online program and this online doctoral program is NOT currently available in international areas.

Students who are admitted but fail to enroll in that semester must re-apply for admission.

The WVU Application for Graduate Admission is available at https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=wvugrad.
The Doctoral Program Application Form can be obtained by contacting sped@mail.wvu.edu.
APPLICATION SUBMISSION AND REVIEW PROCESS

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

Requests for PRIORITY admission beginning FALL semester: DUE JAN 15
Requests for FINAL* admission beginning FALL semester: DUE JULY 1

Soon after each 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: MAILED APRIL 1
Decisions for FINAL* admissions for FALL semester: MAILED AUGUST 1

*FINAL admission dates are NOT applicable if all available program openings have already been filled.

Doctor of Education

MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Area of emphasis coursework</th>
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<tbody>
<tr>
<td>Dissertation Proposal</td>
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<tr>
<td>Dissertation</td>
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<tr>
<td>Dissertation Defense</td>
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</table>

Total Hours: 73

PROGRAM OF STUDY

Programs are designed by the doctoral student, the student’s advisor, and the doctoral committee to meet the student’s career goals. Programs of study comply with all applicable institutional requirements, but typically they include coursework in excess of the minimum college requirements to meet these goals. The leadership training provided through this program draws on the many available strengths and resources of a major university. Development of research skills is a major focus of the program, along with advanced training related to the development, education, and rehabilitation of persons with exceptionalities. Students may complete coursework in a number of programs and colleges in order to take advantage of available interdisciplinary resources. The program encourages study and involvement with faculty from a broad range of disciplines in order to best prepare doctoral students to meet their individual career aspirations as leaders in special education and disability services.

RETENTION

Retention in any program requires completion of all required courses with a grade of A or B in all required courses, a passing score on all required performance assessments, and maintenance of an overall 3.25 GPA. Students who fail to maintain that average will be placed on academic probation and must achieve that average within the next semester or risk being dismissed from the program.

All students are expected to pass a comprehensive examination designed in cooperation with doctoral program committee members and administered after they have completed all required courses to be admitted to candidacy for the doctoral degree.

All students are expected to propose, conduct, and defend original research approved by the doctoral program committee to satisfy the requirements for the doctoral degree.

PERSONNEL PREPARATION IN SPECIAL EDUCATION AREA OF EMPHASIS

A minimum cumulative GPA of 3.25 is required

A grade of C or higher is required in all graduate coursework

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<thead>
<tr>
<th>Course</th>
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<tr>
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<td>Policy Analysis and Development</td>
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<td>SPED 771</td>
<td>Personnel Preparation Strategies</td>
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<td>SPED 772</td>
<td>Professional Writing and Grant Writing</td>
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<td>SPED 773</td>
<td>Professional Development Models</td>
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<td>SPED 774</td>
<td>Analysis and Design of Research</td>
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<td>SPED 779</td>
<td>Contemporary Issues and Trends</td>
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<td>Orientation to Doctoral Study</td>
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<td>SPED 782</td>
<td>Professional Practice in Systems Advocacy</td>
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<td>SPED 783</td>
<td>Professional Practice in College Instruction</td>
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<td>SPED 784</td>
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<td>Total Hours</td>
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**SUGGESTED PLAN OF STUDY**

**First Year**

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<tr>
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<th>Hours</th>
<th>Summer</th>
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<td>SPED 779</td>
<td>3</td>
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**Second Year**

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**Third Year**

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<tr>
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**Fourth Year**

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Total credit hours: 73-83

**NOTE:** Courses may be completed in any order (except SPED 767, 768, 797 and 798, which must be completed after all other required courses are completed).

**Major Learning Outcomes**

**MASTER’S DEGREE**

The Department of Special Education believes that children, adolescents, and adults with exceptionalities deserve high quality programs and services provided by master professionals who are well trained in legal, ethical, social and practical aspects of program development and delivery.

This program has been designed so that program graduates can accomplish the following learning outcomes:

1. to recognize applications of federal and state laws and policies that govern services to individuals with exceptionalities in school and community programs;
2. acquire knowledge and skills to provide effective educational programs and other support services to children, adolescents and adults with exceptionalities at the preschool, elementary, secondary, and post-secondary level in or community settings;
3. to design, implement and evaluate accommodations, adaptations, and interventions that are grounded in current evidence-based practices documented to be successful in the professional literature; and
4. reflect in and on practice and respond responsibly to the legal, ethical, social, and cultural issues encountered when working with young children, children, adolescents and adults with an autism spectrum disorder in today’s world.

DOCTORAL DEGREE

The Department of Special Education believes that future faculty who plan to work in professional preparation programs that prepare prospective and practicing special educators to work with children and adults with exceptionalities should be well-prepared to perform at a high level to succeed in the roles and responsibilities associated with the teaching, research, and service missions at colleges and universities.

This program has been designed so that program graduates can accomplish the following learning outcomes:

1. to provide effective and effective instruction and supervision for special education personnel in professional preparation programs at the preservice and inservice levels;
2. to design, conduct and disseminate experimental and applied research, engage in program development and evaluation, and participate in other scholarly activities;
3. to provide professional service to colleges and universities, local schools and community agencies, regional and state education and human services agencies, and national professional and advocacy organizations.
4. to interpret and apply the knowledge base in special education with respect to polices, practices, issues and trends in special education and/or disability services.

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.

SPED 630. Intro Low Vision/Blindness. 3 Hours.
Vision impairments and their impact on development and learning; psychosocial aspects of vision loss for individual and family; functional vision assessment; legal and educational foundations of programs for individuals with low vision/blindness.

SPED 631. Introduction to Braille. 3 Hours.
Fundamentals of Braille code, employing Braille code for reading and writing, implements for production of Braille code, and uses of Braille code by individuals with low vision/blindness.

SPED 632. Braille Reading and Literacy Development. 3 Hours.
PR: SPED 631. Assessment of literacy skills; teaching of reading and writing, using print enhancements, assistive technologies and Braille; teaching Braille readiness and Braille reading and writing skills; development of literacy in individuals with low vision/blindness.

SPED 633. Nemeth Code and Mathematics Development. 3 Hours.
PR: SPED 631. Assessment of mathematics skills; teaching of computation and problem solving using print enhancements, assistive technologies and Nemeth code; teaching Nemeth code for mathematics and other areas; development of numeracy in individuals with low vision/blindness.

SPED 635. Teaching Students With Low Vision/Blindness. 3 Hours.
Classroom and itinerant teaching models; design and delivery of instruction in academic and functional skills and selection of methods, materials and environments to promote learning by individuals with low vision/blindness.

SPED 636. Teaching Students With Vision/Multiple Impairments. 3 Hours.
Service delivery models; design and delivery of instruction in academic and functional skills and selection of methods, materials and environments to promote learning by individuals with multiple impairments (vision impairments plus other impairments).

SPED 637. Basic Orientation and Mobility Skills. 3 Hours.
Environmental cues, environmental arrangement, travel skills and mobility aids as well as strategies for teaching individuals with low vision/blindness orientation and mobility skills for safety and independence.

SPED 639. Culminating Practicum: Low Vision/Blindness. 6 Hours.
PR: Consent. Internship or advanced student teaching in this area of specialization: low vision/blindness.

SPED 650. Learning Characteristics: Autism. 3 Hours.
Characteristics and educational implications of autism spectrum disorders, assessment of individual learning and behavior, and panning, implementing and collaborating in the design of programs and services for children and adults.

SPED 652. Educational Interventions: Autism. 3 Hours.
Design, delivery and evaluation of instruction for individuals with autism spectrum disorders, use of assistive technology and augmentative communication and implementation of functional behavior assessment and positive behavior support for children and adults.

SPED 653. Professional Ethics for Behavior Analysts. 3 Hours.
This course will provide for prospective behavior analysts a range of ethical principles and practices appropriate to governing self-guided professional activities, as well as those conducted for and with external agencies, service recipients, and their caregivers and families.

SPED 654. Foundations and Philosophies of Applied Behavior Analysis. 3 Hours.
The purpose of this course is to provide a philosophical and procedural foundation in the science and technology of behavior analysis. Course concepts will connect basic findings from behavioral research to fundamental treatment concepts and applications for professionals.
SPED 655. Naturalistic and Functional Analyses of Behavior. 3 Hours.
The purpose of this course will be instruction in the use of functional behavior assessment and functional analysis procedures, as well as the proper use of these procedures within the steps of creating and implementing effective, evidence-based programs of behavior change. Emphasis will be placed on connecting assessment results to the interventions most likely to produce desired, sustainable change.

SPED 656. Methods in Behavioral Intervention and Treatment. 3 Hours.
The purpose of this course will be to instruct students in the use of specific techniques for (a) applying the principles of operant conditioning, (b) adapting techniques for individual needs and preferences, (c) modifying behavior in applied settings, and (d) evaluating and adjusting intervention components for maximal effectiveness.

SPED 657. Systems for Behavior Change/Team Building/Case Management. 3 Hours.
This course will integrate the thoughtful use of behavior change systems (e.g., those that plan for sustainability and generalization) with procedures for training agency staff, families, and education professionals in the implementation of behavior support plans. Special emphasis will be placed on effectively and efficiently assessing procedural integrity, social validity, and the level of intrusiveness of behavioral treatments.

SPED 659. Culminating Practicum: Autism Spectrum Disorders. 6 Hours.
PR: Consent. Internship or advanced student teaching in this area of specialization: Autism spectrum disorders.

SPED 661. Transition Planning and Programs for Students with Disabilities. 3 Hours.
Laws, policies, and evidence-based practices related to transition for students with disabilities, including assessment, transition planning, and instructional methods to facilitate successful postsecondary enrollment, employment, daily living, social relationships, and community involvement.

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 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.