

Special Education (SPEC)

SPEC 5000. Individualized/Independent Study. 1-3 Hours.

Study directed by faculty designed to meet identified, individual needs of students.

SPEC 5030. Single Subject Research in Special Education (Responsive Teaching). 3 Hours.

Application of single subject research methodology in class- room settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional re- lationship to be established between teaching practices and changes in pupil behavior.

SPEC 5090. Community-based Instruction. 2 Hours.

A study of the theoretical and practical interventions used to effectively teach students who require extensive and/or pervasive supports to acquire and perform chronologically age-appropriate and functional skills and behaviors in com- munity environments.

SPEC 5100. Nonaversive Behavior Management. 3 Hours.

A study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with disabilities. This approach focuses on understanding functional assessments, developing and implementing individualized nonaversive behavior support plans.

SPEC 5140. Collaborative Roles in Education. 3 Hours.

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SPEC 5150. Introduction to Early Childhood Special Education. 3 Hours.

A study of the history and rationale for services for ser- vices to infants, toddlers, and preschool children at risk for or with developmental disabilities and their families. The student will be introduced to typical and atypical child development, service delivery options and key components of family guided community based prac- tices.

SPEC 5190. Physical and Health Management of Students with Disabilities. 3 Hours.

A study of physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team members in meeting the physical and health needs of individuals with disabilities. Emphasis is placed on developing an understanding of the role of the teacher in meeting the needs of children with physical and health management needs as well as working with other professionals (e.g., nurses, physical therapists) in assuring that those needs are met.

SPEC 5200. Practicum in Mental Retardation. 3 Hours.

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of B or better in SPEC 5030, 5100, and 5120. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5210. Practicum in Mild Disabilities. 3 Hours.

Prerequisites: Completion of all prerequisite undergraduate coursework, and grades of B or better in SPEC 5120, 5140, 7611, and 7630. A university-supervised teaching experience for graduate students who wish to complete a graduate degree or area certification.

SPEC 5230. Field Experience Lab. 1 Hour.

Field experience for application of instructional methods for students with disabilities. Students will apply concepts from the methods courses to assess, select, and use of a variety of evidence-based instructional methods.

SPEC 5260. Characteristics of Students with Physical and Health Disabilities. 3 Hours.

A study of physical, learning, and behavioral characteristics of students with a variety of physical disabilities. Course content addresses knowledge of the etiology, treatment, prognosis, course, and educational implications of neuromotor impairments, degenerative diseases, orthopedic and musculoskeletal disorders, and health impairments.

SPEC 5500. Characteristics of Students with Low Incidence Disabilities. 3 Hours.

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification and unique characteristics of these individuals are included.

SPEC 5510. Curriculum Design for Students with Low Incidence Disabilities. 3 Hours.

Curriculum approaches and strategies to design, implement, and monitor functional and age-appropriate programs for children and youth with low-incidence disabilities in both school and community-based settings.

SPEC 5520. Assessment of Students with Low Incidence Disabilities. 3 Hours.

Coursework and field experience in assessment techniques for students with low-incidence disabilities. Required activities include exposure to and experience with informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. Requires 40 contact hours.

SPEC 5530. Systematic Instruction for Students with Low Incidence Disabilities. 3 Hours.

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low-incidence disabilities in both school and community-based settings. This course will focus on evidence based methods of systematic instruction.

SPEC 5540. Positive Behavior Support. 3 Hours.

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low-incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

SPEC 5550. Communication Strategies for Students. 3 Hours.

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SPEC 5610. Nature and Needs of Children Who Are Talented and Gifted. 3 Hours.

A course designed to give an overview of educational and behavioral characteristics of pupils who are talented and gifted. Includes diagnosis, referral, management, and educational practices.

SPEC 6000. Integration and Management of Instruction in the Classroom. 3 Hours.

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SPEC 6010. Integration and Management of Instruction in the Classroom. 3 Hours.

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. This course focusing Individualized Education Plan (IEP) development and program planning that incorporates student access to the general education curriculum are components of this course.

SPEC 6020. Integrated Instruction: Assessment and Learning. 3 Hours.

Formal assessment, processes and classroom assessments unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on the use of these tools in planning and selecting curricular programs and activities.

SPEC 6030. Integrated Instruction: Evidence-based Methods and Strategies. 3 Hours.

Research-based instructional strategies for enhancing the ability of students with mild disabilities to acquire, retain, and demonstrate academic and social competence across academic and social content areas as addressed in the general school curriculum.

SPEC 6040. Technological Support Planning for Children. 3 Hours.

An introduction to computers, related hardware, and software as they relate to the individualized education program and needs of individuals who require intermittent or limited supports. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SPEC 6100. Reading and Applying Research in Special Education. 3 Hours.

Study and application of fundamental characteristics of quality research across a number of methodologies in special education. Emphasis is placed students' development of an evidence-based research proposal to be implemented in the capstone course (SPEC 6110) that has the potential to impact programs or practices that affect students.

SPEC 6110. Professional Capstone Course. 3 Hours.

Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect k-12 student learning.

SPEC 6600. Methods & Materials for Children Who Are Talented and Gifted. 3 Hours.

A course covering the development of curriculum content and teaching materials for students identified as talented and gifted. Considerable time will be spent on organizing learning experiences and utilizing a variety of teaching methods.

SPEC 6620. Curriculum for Children Who Are Talented and Gifted. 3 Hours.

This course provides a study of curriculum models, the types of curriculum needed for the Talented and Gifted guidelines for developing curricular patterns which include subject or skill, core, interest, process, experiential bases of operations, and modular designs of community involvement. The course requirements include the development of curriculum of learning activities which will have greatest applicability and usability within the local school system.

SPEC 7600. Assessment of Children Who Are Talented and Gifted. 3 Hours.

Introduction to tests unique to assessing the developmental level and the potential achievement of children with talents and gifts. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

SPEC 7610. Assessment of Children. 3 Hours.

A course introducing tests unique to assessing the developmental level and the potential achievement of children with exceptionalities. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

SPEC 8010. Readings in Issues of the Education of Children and Youth with Disabilities. 3 Hours.

An in-depth study of research articles which present factual information regarding the chief issues in programs for children and youth with disabilities.

SPEC 8020. Characteristics of Effective School Structures for Children and Youth with Disabilities. 3 Hours.

An application of the effective schools' literature to programs for children and youth with disabilities in school settings.

SPEC 8030. Leadership in Special Education Programs. 3 Hours.

A review of and in-depth study of legal issues which govern programs for children and youth with disabilities.

SPEC 8040. Using Technology for Professional Development in Special Education. 3 Hours.

The application and implementation of advanced technology applications, hardware, software, and the Internet for professional training and staff development programs in the field of special education.

SPEC 8050. Advanced Applications of Technology for Special Education Programs and Research. 3 Hours.

The application of computer technology for training other professionals and academic instruction of students with disabilities as well as conducting and disseminating re- search in special education.

SPEC 8060. Single Subject Designs for Special Education Research. 3 Hours.

An in-depth review of the use of single subject designs for research which has been conducted in special education. Application of these designs to research questions in school settings will be discussed.

SPEC 8110. Advanced Capstone Experience. 3 Hours.

Creation of portfolio demonstrating candidates' knowledge, skills, and dispositions for the Dewar College of Education Conceptual Framework Standards.

SPEC 8999. Thesis. 1-3 Hours.

Development and defense of Thesis. Must be taken each semester until the Thesis is completed. Number of hours taken per semester must be approved by the Thesis Chair. A minimum of 6 hours must be taken to complete the course of study for this program.