

Department of Communication Sciences and Disorders and Special Education

Dr. Corine C. Myers-Jennings, Department Head

Room 2017, Health Sciences and Business Administration Building

The Doctorate in Speech-Language Pathology (SLPD) will prepare advanced practitioners and future university clinical faculty in Communication Sciences and Disorders through provision of rigorous, high quality clinical training. The clinical doctorate emphasizes the social and cultural aspects of communication sciences and disorders as it applies to both allied health care and educational services to under-served populations. This clinical doctorate is designed to deepen the knowledge, leadership, and problem-solving skills of current practitioners with a focus on coursework and applications that incorporate current research, ethical decision-making, and models of best practice. The curriculum will prepare doctoral students to analyze, synthesize, and apply research-based theory to their current work environment and through the development of the applied dissertation. Individuals completing this program will receive a Doctor of Speech-Language Pathology (SLPD) degree in Communication Sciences and Disorders.

- Doctor of Speech-Language Pathology in Communication Sciences and Disorders (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/communication-sciences-disorders/slpd-speech-language-pathology-communication-sciences-disorders>)
- Master of Education with a Major in Communication Disorders (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/communication-sciences-disorders/med-communication-disorders>)
- Master of Arts in Teaching with a Major in Special Education (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/early-childhood-special-education/mat-special-education>)
- Education Specialist with a Major in Special Education (<http://catalog.valdosta.edu/archive/2018-2019/graduate/graduate-degree-programs/education-human-services/early-childhood-special-education/eds-special-education>)

Communication Sciences and Disorders

CSD 5010. Language Disorders in Young Children. 3 Hours.

Prerequisites: Completion of undergraduate CD course sequence. An advanced study of the nature and treatment of language disorders in young children through the age 5. Focus is placed on the role of the communication environment and intervention planning and implementation. This course may be taken by non-CD majors with the addition of a lab component.

CSD 5020. Diagnostics. 3 Hours.

Prerequisites: Completion of undergraduate CS course sequence. An in-depth study of the evaluation and assessment processes for communication disorders. Content encompasses appraisal planning, interviewing, ecological observation, instrumentation, informal and standardized procedures appropriate for determination of eligibility and program planning.

CSD 5030. Phonological Disorders. 3 Hours.

Prerequisites: Completion of undergraduate CD course sequence. Advanced study of assessment and treatment of speech sound disorders. Emphasis placed on motor based as well as cognitive-linguistic based analyses and treatment strategies.

CSD 5040. Fluency Disorders. 3 Hours.

Prerequisites: CSD 2999 and completion of undergraduate CD course sequence. Advanced course in differential diagnosis and treatment of stuttering in adults and children. Additional topics include cluttering and stuttering behaviors associated with acquired neuropathies.

CSD 5050. Beginning Practicum. 2 Hours.

Prerequisites: Completion of undergraduate CD course sequence. A supervised experience in a university or community-based setting requiring application of assessment and treatment procedures for individuals primarily with mild to moderate articulation and language disorders. This course will include a weekly seminar on topics related to the profession.

CSD 5060. Language Disorders of School Age Children. 3 Hours.

Prerequisites: CSD 2999 and CSD 5010. A continuation of the study of language disorders with focus on children from elementary school through adolescence. Topics include advanced language development, school curriculum, impact of communicative and linguistic deficiencies on academic progress, collaborative models of intervention, narratives and discourse analysis. May be taken by non-majors with a lab component.

CSD 5070. Traumatic Brain Injury, Dementia, and Progressive Neurological Disorders. 3 Hours.

Prerequisites: CSD 5030. Application of diagnostic and therapeutic principles related to persons with traumatic brain injury, dementia, and progressive neurological disorders.

CSD 5080. Dysphagia and Motor Speech Disorders. 3 Hours.

A study of diagnostic and therapeutic principles related dysphagia and motor speech disorders.

CSD 5090. Aural Habilitation/Rehabilitation. 3 Hours.

Prerequisite: CSD 2999. The study of hearing habilitation and rehabilitation methods, materials and amplification/assistive devices for children and adults with hearing impairment.

CSD 5100. Intermediate Practicum. 3 Hours.

Prerequisites: CSD 2999, CSD 5050, and a Grade Point Average of 3.0. A supervised experience in a university, community, or home-based setting requiring application of assessment and treatment procedures to individuals with mild to moderate articulation, language, fluency, voice, and hearing communication disorders. This course will include a weekly seminar of topics related to the profession.

CSD 5110. Science and Research in Communication Disorders. 3 Hours.

Advanced theoretical, statistical, and applied experimental designs, including implementation for single-subject and group design in communication disorders.

CSD 5120. Aphasia and Other Neurogenic Disorders. 3 Hours.

Prerequisites: CSD 2999. A study of the diagnostic and therapeutic principles related to aphasia, TBI, and progressive neurological communication disorders.

CSD 5130. Congenital & Multifactorial Syndromes and Disorders. 3 Hours.

Advanced study of communication disorders associated with genetic/congenital/multifactorial disorders. Topics may include assessment and intervention planning for persons with craniofacial anomalies, cerebral palsy, Autism Spectrum Disorders, Down syndrome, Fragile X syndrome, Fetal Alcohol syndrome, and other congenital, genetic, and multifactorial disorders.

CSD 5140. Advanced Practicum. 3 Hours.

Prerequisites: CSD 5100 and Grade Point Average of 3.0. A supervised experience in a university, community, or home-based setting with emphasis on test administration, scoring, and interpretation for client services. Treatment of moderate to severe articulation, language, fluency, voice, hearing, and neurogenic communication disorders is emphasized. Weekly student seminars centered on presentations of diagnostic reports/results and proposed intervention strategies are included in this course.

CSD 5150. Advanced Audiology. 3 Hours.

Advanced study of audiometric diagnostic procedures and interpretation. Students will participate in a variety of experiences designed to provide a working knowledge of all audiometric test battery.

CSD 5160. Voice Disorders. 3 Hours.

A theoretical and applied study of the diagnosis and treatment of vocal disorders.

CSD 5170. Issues and Trends in Communication Disorders. 2 Hours.

Addresses current professional issues in speech-language pathology and audiology which affect service delivery including the code of ethics of the profession addressed in light of changing social, economic and political arenas.

CSD 5180. Cultural and Dialectical Issues in Communication Disorders. 2 Hours.

Prerequisites: CSD 5010, CSD 5060. Seminar on the interrelation of sociological variables and linguistic performance with special emphasis on communication differences and disorders among culturally and linguistically diverse populations.

CSD 5190. Applied Practicum in the Public School. 9 Hours.

Prerequisites: 3.0 GPA, minimum of 100 client contact hours completion of or concurrent enrollment in all graduate course work and consent of instructor. Supervised practicum consisting of full-time off-campus placement in public schools under the direct supervision of a speech-language pathologist holding the certificate of clinical competence. Students participate in client management, diagnosis, scheduling, staffing, and other activities specific to the setting. May be repeated with instructor's consent.

CSD 5200. Augmentative/Alternative Communication. 3 Hours.

Study of communication options, techniques, and strategies for persons with severe communication disorders resulting from a variety of conditions.

CSD 5210. Externship in Communication Disorders. 9 Hours.

Prerequisites: 3.0 GPA; minimum of 100 client contact hours completion of all graduate course work; and on-site interview and consent of instructor. Supervised practicum consisting of full-time, off-campus placement in clinical settings such as hospitals, clinics, rehabilitation centers and private practice sites under the direct supervision of a speech-language pathologist holding the certificate of clinical competence. Students participate in supervised client management, diagnosis, staffing, scheduling and other activities specific to the setting.

CSD 5220. Directed Study in Communication Disorders. 3 Hours.

Prerequisites: with prior approval of instructor, advisor and Department Head. This course enables the student to explore in depth a topic relevant to his/her special interest in communication disorders. This course may be repeated.

CSD 5230. Thesis. 1-3 Hours.

Prerequisites: RSCH 7100, CSD 5170. Research project resulting in the completion of a thesis.

CSD 5450. Auditory Oral Meth for Teacher. 3 Hours.

This course covers application of diagnostic and therapeutic principles related to the development of oral speech in children with significant loss of auditory acuity.

CSD 8010. Contemporary Issues and Trends in Communication Disorders. 3 Hours.

A course designed for presentation and discussion of current issues of local, state, and national importance related to the prevention or solution of problems which impact the field of communication disorders.

CSD 8020. Seminar in Theory and Applied Intervention. 1 Hour.

Seminar presentations regarding in-depth exploration of problems, theories, treatments, and research in specific area of communication disorders and state of the art interventions based on theoretical conceptualizations. Students will complete 4 one-hour seminars. This course may be repeated for credit when the topic(s) covered is different. Individual topics to be announced with suffix and title.

CSD 8030. Professional Communication and Collaboration. 3 Hours.

A seminar designed to help the speech-language pathologist organize programs, prepare and administer budgets, supervise professional personnel and physical plant facilities, and provide in-service training.

CSD 8080. Thesis. 6 Hours.

This course is for the development and defense of the thesis prospectus.

CSD 9000. Orientation to Doctoral Studies in CSD. 0 Hours.

Review curriculum and courses, doctoral policies and regulations; get oriented to online/hybrid learning environments; an introduction to critical content, university faculty, and resources available in their graduate program.

CSD 9100. Professional Seminar in Doctoral Studies I. 1 Hour.

Course is graded as "satisfactory" or "unsatisfactory". First professional development seminar based on major/minor topic areas of study. Students will meet with special topics groups to design, deliver, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields.

CSD 9110. Advanced Clinical Supervision. 3 Hours.

Advanced study of both the theoretical and applied aspects of clinical supervision. This course will emphasize the development of skills and knowledge necessary to provide effective and culturally and developmentally appropriate clinical supervision.

CSD 9200. Professional Seminar in Doctoral Studies II. 1 Hour.

Graded "Satisfactory" or "Unsatisfactory". Prerequisite: Successful completion of CSD 9100 with a grade of "S". Second professional development seminar based on major/minor topic areas of study. Students will meet with special topics groups to develop, present, and evaluate professional presentations based on their implementation of an evidence-based practice and to share topical resources. Topical seminars will include lectures from experts in a variety of CSD fields.

CSD 9220. Advanced Clinical Intervention I. 3 Hours.

A clinical practicum for demonstration of evidence-based interventions. Students will identify an intervention area and implement multiple evidence-based assessments/interventions with an appropriate client population. Students must document a minimum of 150 intervention hours in CSD 9220 and 9230 focused on increasing their evidence-based intervention effectiveness.

CSD 9230. Advanced Clinical Intervention II. 3 Hours.

Prerequisites: CSD 9220. A continuation of CSD 9220. An online seminar in which students will share their findings from their intervention projects and discuss evidence-based practices. Students must document a minimum of 150 intervention hours in CSD 9220 and 9230 focused on increasing their evidence-based intervention effectiveness.

CSD 9400. Advanced Topics Minor Force-Literature Review. 3 Hours.

Seminar addressing current evidence-based practices in three chosen topical areas. Students will identify three minor topical areas and work with an advisory committee to generate a series of readings that will deepen each student's knowledge of current best practices in each area.

CSD 9410. Advanced Topics Minor Focus-Applications. 3 Hours.

Evidence-based practice research and application course. Students will identify clients who have communication disorders related to the designated minor topic areas. Students will implement and evaluate an evidence-based intervention plan based on the needs of the clients.

CSD 9500. Advanced Topics Major Focus-Literature Review. 3 Hours.

Seminar addressing current evidence-based practices in a chosen topical area. Students will identify a major topical area and work with an advisory committee to generate a series of readings that will deepen each student's knowledge of current best practices in the area.

CSD 9510. Advanced Topics Major Focus-Applications. 3 Hours.

Evidence-based practice research and application course. Students will identify clients who have communication disorders issues related to the designated major topic area. Students will implement and evaluate an evidence-based intervention plan based on the needs of the clients.

CSD 9520. Advanced Topics Major Focus-Product. 3 Hours.

Seminar on developing professional training programs. The course will focus on adult learning theory and teaching strategies as they relate to the dissemination of evidence-based practices in the major topical area.

CSD 9521. Single Subject Design in Clinically Based Research. 3 Hours.

Preparation for conducting research using single subject design and single case study design with emphasis on causal inference. This course will discuss the salient features as well as the advantages and disadvantages of these research methodologies. Students will participate in critiquing and analyzing published research and will apply these methodologies to current clinical treatment paradigms.

CSD 9530. Social & Cultural Aspects of Underserved Populations. 3 Hours.

Overview of the social, cultural, economic, and linguistic variables impacting speech-language pathology services to underserved populations. Students will assess their own cultural competencies and learn about intervention and assessment variables that may be influenced by cultural, social, or linguistic differences.

CSD 9531. Assessment and Management of Underserved Populations. 3 Hours.

Impact of social and cultural aspects on assessment and intervention in communication disorders. The course will emphasize best practices in assessment and intervention with a focused attention on cultural and social contexts.

CSD 9998. CSD Dissertation Proposal and Defense. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Development and defense of dissertation proposal. Students will focus identifying a suitable dissertation topic, reviewing relevant literature, and submitting and defending the dissertation proposal.

CSD 9999. CSD Dissertation. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Prerequisites: Completion of major courses and approval of advisor. Implementation and defense of the completed dissertation. The number of hours taken per term must be approved by the dissertation chair. A minimum of 9 hours must be completed for the degree.

Special Education

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 6999. edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission. 0 Hours.

Prerequisite: Candidates must be in third regular semester of enrollment in the MAT program. Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for teacher candidates pursuing initial certification in special education general or adapted curriculum which focuses on requirements for edTPA, resources and grading rubrics, and registration and submission instructions.

SPEC 7000. Serving Students with Diverse Needs. 3 Hours.

An introduction to major issues in the field on special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their potential.

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 research 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.

Special Education Adapted Curriculum

SEAC 5030. Single Subject Research in Special Education. 3 Hours.

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

SEAC 5050. Assistive Technology. 3 Hours.

A study of various applications of technology for young children with disabilities that support inclusive services. Topics to be addressed include assistive technology assessment of young children with disabilities, selection and use of a variety of forms of assistive technology, and methods of securing funding for assistive technology.

SEAC 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.

SEAC 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.

SEAC 5530. Systematic Instruction for Students with Significant 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.

SEAC 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.

SEAC 5550. Communication Strategies for Students with Low Incidence Disabilities. 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.

SEAC 5570. Assessment and Curriculum for Students with Low Incidence Disabilities. 3 Hours.

Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low-incidence disabilities in school, home, and community settings. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress.

SEAC 6010. Integrated Instruction: Individualized Education Program. 3 Hours.

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

SEAC 6110. Professional Capstone Course. 3 Hours.

Prerequisites: Minimum of 27 hours in the program of study prior to enrolling in SEAC 6110. Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards.

SEAC 6200. Internship in Special Education - Adapted Curriculum. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education adapted curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with adapted curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management and is supervised by a university faculty member and the school principal or the principal's designee.

Special Education General Curriculum

SEGC 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.

SEGC 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.

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

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

SEGC 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.

SEGC 6040. Technological Support Planning for Children and Youth with Disabilities. 3 Hours.

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

SEGC 6050. Language and Learning Disabilities. 3 Hours.

Study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected evidence-based classroom intervention strategies.

SEGC 6060. Transition Planning and Services. 3 Hours.

The study of theoretical constructs and practical considerations in programming for students with disabilities from preschool through secondary and post-secondary levels. Emphasis is placed on the transition planning process, including transition assessment and development of post-school goals to develop a transition plan based on student's strengths and interests.

SEGC 6110. Professional Capstone Course. 3 Hours.

Prerequisites: Minimum of 27 hours in the program of study prior to enrolling in SEGC 6110. Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards.

SEGC 6200. Internship in Special Education-General Curriculum. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education general curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with general curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management, and is supervised by a university faculty member and the school principal or the principal's designee.

Special Education Reading

SERD 6030. Teaching Children to Read. 3 Hours.

An introduction to methods of teaching children to read, with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and guided reading instruction.

SERD 6070. Reading Research and Instruction. 3 Hours.

Research-based practices, and the theoretical underpinnings of reading and writing as they relate to the practical applications of teaching various aspects of literacy.