<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Lecture Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 601</td>
<td>Assessment in School Settings</td>
<td>3.3</td>
<td>3.3</td>
<td>Graduate classification; approval of department head; approval of instructor.</td>
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<tr>
<td>SPED 602</td>
<td>Ethics and Professional Conduct in Special Education</td>
<td>3.3</td>
<td>3.3</td>
<td>Graduate classification or approval of instructor; approval of department head.</td>
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<tr>
<td>SPED 603</td>
<td>Foundations of Special Education</td>
<td>3.3</td>
<td>3.3</td>
<td>Build a knowledge base to understand the historical and conceptual foundations of special education; familiarization with special education literature; overview of current issues and trends impacting special education.</td>
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<tr>
<td>SPED 609</td>
<td>Educating Individuals with Autism Spectrum Disorders</td>
<td>3.3</td>
<td>3.3</td>
<td>Study of the incidence, prevalence, and characteristics of individuals with autism spectrum disorders, particularly for teachers, counselors, and related fields; research and best practices in assessment, treatment, and education; includes treatment of social, communication, academic, and behavior deficits with emphasis on behavior analysis.</td>
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<tr>
<td>SPED 610</td>
<td>Special Education and the Family</td>
<td>3.3</td>
<td>3.3</td>
<td>Overview of issues in special education interpreted within the context of the family; relationships among the school, the families, and the community; impact of relationships on service provisions; field experiences working with families with special needs.</td>
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<tr>
<td>SPED 611</td>
<td>Multicultural Special Education</td>
<td>3.3</td>
<td>3.3</td>
<td>Multicultural perspectives in special education; foundations of multicultural special education; cultural responsive teaching; methods for teaching culturally and linguistically diverse learners in special education.</td>
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<tr>
<td>SPED 612</td>
<td>Special Education Law and Policy</td>
<td>3.7</td>
<td>Lab</td>
<td>Legal development of the discipline of special education; current requirements for providing free and appropriate education to students with disabilities; assessment and performance of research with legal information.</td>
</tr>
<tr>
<td>SPED 614</td>
<td>Issues in Moderate and Severe Disabilities</td>
<td>3.3</td>
<td>3.3</td>
<td>Psychological, social, physical and cognitive aspects of moderate to severe disabilities; service delivery systems; biomedical issues community programming; transition programming; adult service program; programs for the elderly; all in relation to individuals with moderate to severe disabilities.</td>
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<tr>
<td>SPED 615</td>
<td>Special Education Assessment: Technical and Legal Aspects</td>
<td>3.3</td>
<td>3.3</td>
<td>Teaches skills to critically examine assessment tools and procedures in special education; technical and legal issues in pre-referral evaluation, eligibility assessment, IEP writing and program evaluation; emphasizes test validity and test sensitivity to growth; mastery of knowledge base and realistic scenarios.</td>
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<tr>
<td>SPED 616</td>
<td>Adolescent Literacy for Students with Diverse Instructional Needs</td>
<td>3.3</td>
<td>3.3</td>
<td>Research-based strategies to teach reading and writing to 4th through 12th grade students with disabilities and other diverse instructional needs; emphasis on current issues, assessment, motivation, intervention, and content area issues and strategies.</td>
</tr>
<tr>
<td>SPED 617</td>
<td>Induction and Preparation for the Special Education Professoriate</td>
<td>3.3</td>
<td>3.3</td>
<td>Orientation to full-time doctoral studies; understanding historical and contemporary issues in the field of special education; familiarization with special education literature and systematic reviews of research literature.</td>
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<tr>
<td>SPED 618</td>
<td>Critical Research and Practice Issues in Special Education</td>
<td>3.3</td>
<td>3.3</td>
<td>Examination of the historical, conceptual/theoretical and empirical basis of special education research and practice; understanding special education as a field and specific areas for in-depth knowledge.</td>
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<tr>
<td>SPED 620</td>
<td>Bilingual Special Education</td>
<td>3.3</td>
<td>3.3</td>
<td>Topics concerning bilingual special education will be covered including history of the field; language acquisition and assessment; general assessment, individual education plans (IEPs); curriculum development; mainstreaming; consultation services; and parental involvement.</td>
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<tr>
<td>SPED 621</td>
<td>Overview of Exceptional Students</td>
<td>3.3</td>
<td>3.3</td>
<td>Overview of historical foundations for special education practice; definitions of disabilities, relevant educational characteristics of students with disabilities; assessment procedures associated with the identification of students’ disabilities; intervention procedures related to education of students with disabilities.</td>
</tr>
</tbody>
</table>
SPED 623 Self-Determination and Advocacy  
Credits 3.3 Lecture Hours.  
Conceptualization and theoretical framework of self-determination for students with disabilities; the role of self-determination in improving student outcomes; and best practices in promoting self-determination among students with disabilities.  
Prerequisites: Graduate classification.

SPED 624 Professional Development in Research  
Credits 3.3 Lecture Hours.  
Development and refinement of skills needed to be productive scholars with particular focus on disseminating research through manuscript preparation and conference presentations.  
Prerequisites: SPED 618; SPED 619; Graduate classification; approval of department head.

SPED 628 Consultation in Special Education  
Credits 3.3 Lecture Hours.  
Rationale, strategies, procedures and resources for providing consultation as systematic problem-solving to school procedures, and resources for improving services for children with disabilities, and those who are at-risk of school failure.  
Prerequisites: Graduate classification and approval of department head.

SPED 630 Early Literacy for Students with Diverse Instructional Needs  
Credits 3.3 Lecture Hours.  
Research-based strategies to teach beginning reading and writing to pre-K through 4th grade students with disabilities and other diverse instructional needs; emphasis on current issues, assessment, prevention, and intervention.  
Prerequisite: Graduate classification.

SPED 632 Transition from School to Work  
Credits 3.3 Lecture Hours.  
Current issues and practices related to the transition of students from school to work; partnerships with business and industry; secondary and postsecondary education linkages; work-based training.  
Prerequisite: Approval of department head.

SPED 641 Low-Incidence Instruction for Individuals with Significant Support Needs  
Credits 3.3 Lecture Hours.  
Examination of how particular types of low-incidence disabilities; including mental retardation, autism, physical disabilities, traumatic brain injury, deafness, blindness, multiple disabilities, and other health impairments, affect academic and job performance. Current methods for teaching individuals with low-incidence disabilities, including an overview of Adaptive/Assistive Technology (AT) solutions.  
Prerequisites: Graduate classification and approval of department head.

SPED 642 Program Development for Students with Behavior Problems  
Credits 3.3 Lecture Hours.  
Field-based course relating to effective management of challenging and severe behavior problems in the classroom using proactive strategies; effective instruction and planned behavioral interventions; methods for observing, assessing and analyzing challenging and severe behaviors; includes a 20-hour field based component.  
Prerequisites: Graduate classification and approval of department head.

SPED 683 Field Practicum  
Credits 1 to 15. 1 to 15 Other Hours.  
Faculty supervised experience in professional practice settings in Special Education. May be repeated for credit.  
Prerequisite: Approval of instructor and department head.

SPED 684 Professional Internship.  
Credits 1 to 6. 1 to 6 Other Hours.  
Supervised experience in professional functions appropriate to career goals in special education.  
Prerequisite: Approval of instructor and department head.

SPED 685 Directed Studies  
Credits 1 to 6. 1 to 6 Other Hours.  
Directed individual study of selected problems in special education.  
Prerequisite: Approval of instructor and department head.

SPED 689 Special Topics in...  
Credits 1 to 4. 1 to 4 Lecture Hours.  
Selected topics in an identified area of special education. May be repeated for credit.  
Prerequisite: Approval of department head.

SPED 699 Advanced Applied Behavior Analysis  
Credits 3.3 Lecture Hours.  
Rigorous repertoire of knowledge and skill in behavior analysis; comprehensive and contemporary description of applied behavior analysis; application of principles and paradigms of theoretical and experimental aspects of behavior.  
Prerequisites: SEFB 618 and graduate classification.