

COURSE DESCRIPTIONS

SPECIAL EDUCATION TRACK

Total of 34 SH credits

EDUC 530 Foundations of Special Education (3 SH Credits)

This course is designed to provide historical and foundational knowledge and understanding of characteristics of the disability experience, a variety of disability types under IDEA law, their implications, associated conditions and the impact of disability on physical, cognitive, and psychosocial development. Effective communication and collaboration between the members of the IEP team are empathized through a culturally responsive lens. The course provides a model for understanding individuals with disabilities, appropriate decision making, facilitating educational programs, accommodations and modifications, and collaboration with families, professional roles, and outside agencies. Students will identify and research one issue in special education and present this issue with a solution to colleagues in the field. A goal of the course is to provide training for education and service providers who serve exceptional children, youth, and adults in a variety of settings.

EDUC 593 Inclusive Classroom (2 SH Credits)

This course assists teachers when identifying children, youth and young adults with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical impairments, other health impairments, sensory impairments, communication disorders, emotional/behavior disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Students will research concepts of inclusion, teaming approaches, assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Students will research the roles and responsibilities of a general education teacher on a special education team. A focus on collaborative processes, organizational support services for students and families, and the individualization of learning plans that support students with disabilities guides research and learning for the course.

SPED 530 Behavioral Strategies for Students with Disabilities (3 SH Credits)

Course content of theory, conceptual approaches, and practice in the application of operant and classical conditioning procedures to children, youth and adults in applied settings allow course participants to develop skills in the application behavior modification & management to various forms of behavioral, psychological, and social-emotional development. Students will research, design, implement and evaluate an effective behavior modification used in the classroom to change an individual's behavior. Students will learn principles, procedures, and practical how-to skills such as observing and recording behavior; recognizing instances of reinforcement, extinction and punishment and their likely long-term effects; and design, implement and evaluate behavioral programs.

SPED 586 Learning Disabilities (3 SH Credits)

This course will include identification, characteristics, and delivery of services for children, youth, and other individuals with learning and related disabilities. A heavy emphasis will be placed on creating and modifying learning environments and adapting instructional strategies to meet the needs of students in

inclusive early childhood, elementary and secondary settings. Students will identify and research an area of professional practice they would like to improve and use course concepts, content knowledge, and research practices to create an action intervention plan for use in the associated practicum. Students will focus on best practices and methods related as well as computer assisted instruction and technological equipment appropriate to varied learning needs.

SPED 584 Emotional Disturbances (3 SH Credits)

This research-based course will provide comprehensive information on characteristics, methods and materials for children, youth, and young adults with emotional and behavioral disorders. Course instruction will focus on definitions, prevalence, causes, assessment, education service placements, functional behavior assessment, basics of applied behavior analysis and Positive Behavior Supports, advocacy, and current issues in the field. Students will identify and research an area of professional practice they would like to improve and use course concepts, content knowledge, and research practices to create an action intervention plan for use in the associated practicum. Course content supports study for educational personnel and related service providers.

SPED 582 Intellectual Disabilities (3 SH Credits)

This course is designed to focus on the characteristics of and researched strategies for teaching children, youth, and young adults with intellectual disabilities (also known as developmental or cognitive disabilities). Areas of study include terminology and etiological factors, legal parameters, assessment techniques, influence of cultural variables, current issues, and effective methods and materials of instruction. Students will learn to accommodate and modify curriculum to meet the needs of the students in their classroom. Through this course students will identify and research an area of professional practice they would like to improve and use course concepts, content knowledge, and research practices to create an action intervention plan for use in the associated practicum.

SPED 596 Assessment of Students with Disabilities (3 SH Credits)

In this course, students develop skills in formative and summative evaluation methods for children, youth, and young adults with mild, moderate, or severe disabilities in an academic or functional curriculum. Students will learn how to administer, interpret and report in a nondiscriminatory manner: observations, work sample, task and error analysis, file review, inventories, diagnostic probes, checklists, rating scales, questionnaires, error analysis, curriculum-based measurements and formal achievement tests. Emphasis is on screening, pre-referral, eligibility determination, instructional assessment with on-going evaluation (progress monitoring) and data-based decision making. Case studies will be used for analysis and assessment decisions. Students will engage in independent research and analysis of summative assessments.

SPED 598 Special Education Law and Ethics (3 SH Credits)

Throughout this course an in-depth study of the laws and regulations that govern special education and related areas of education law will be conducted. The course will focus on key concepts of special education law, emphasizing the relationship between legal and practical considerations. Formal statutes and regulations that govern special education will be covered, but most of the emphasis will focus on how these laws are implemented in the real world, by looking at legal decisions, case studies and practical scenarios. Student will engage in an interactive, professional presentation project.

SPED 585 Emotional Disturbances Practicum (2 SH Credits)

This clinical course is designed for students who are earning a degree in special education and

compliment coursework on emotional and behavioral disorders. The course is a 60-hour field experience in a regional school or outside agency that serves individuals with emotional disturbances. Students will apply methods with a student with an emotional disturbance. Students will implement the action research intervention plan and other course assignments as outlined in their accompanying methods course concerning emotional disturbances.

This course requires students to have an approved background check and liability insurance prior to the field experience.

SPED 590 Transitions (2 SH Credits)

In this course, students will research practices and problem areas in special education specifically related to transition services for students with disabilities occurring from adolescence through early adulthood. This course is designed to prepare special education teachers to address issues associated with transitioning students from school to postsecondary choices. Students will learn about assessments and transition program planning for individuals with disabilities that will include interagency communication and career awareness. National and state laws governing the transition process will be used in the plan to support transition services, goal setting, assessments, instructional strategies for transition, school and community-based resources, transition to employment or vocational training, postsecondary education, sexuality, living in the community and life-long disability. Students will write a transition IEP connecting agencies and school services.

SPED 587 Learning Disabilities Practicum (2 SH Credits)

This clinical course is designed for students who are earning a degree in special education and compliment coursework on a variety of learning disabilities. The course is a 60-hour field experience in a regional school or outside agency that serves individuals with learning disabilities. Students will apply course instruction with an individual with a learning disability. Students will implement the action research intervention plan and other course assignments as outlined in their accompanying methods course concerning learning disabilities.

This course requires students to have an approved background check and liability insurance prior to the field experience.

SPED 583 Intellectual Disabilities Practicum (2 SH Credits)

This clinical course is designed for students who are earning a degree in special education and compliment coursework on individuals with intellectual disabilities. The course is a 60-hour field experience in a regional school or outside agency that serves individuals with intellectual disabilities. Students will apply concepts and methods in a special education setting to individuals with intellectual disabilities. Students will implement the action research intervention plan and other course assignments as outlined in their accompanying methods course concerning learning disabilities. This course requires students to have an approved background check and liability insurance prior to the field experience.

SPED 569 Action Research (2 SH Credits)

This course introduces students to action research by exploring research methods with an emphasis on action research. Students will identify an area of personal interest that can improve classroom instruction and/or school practices or processes. Students will complete a literature review, collect and analyze data, and develop the first cycle of an action plan that will provide support, improvement or change in an educational setting.

SPED 595 Capstone Project (1 SH Credit)

This course is the final course for the M.Ed. in Special Education. Students will complete and present their action research project.