

# SPECIAL EDUCATION (SPED)

## SPED 23000 INTRODUCTION TO EXCEPTIONALITIES (DIVD) 3 Credit Hours

Introduction to student exceptionalities, service delivery/placement options and multidisciplinary team process. Focus on identification of characteristics definition and identification procedures of students with exceptionalities. 15 clinical hours.

**Prerequisite:** None.

**Schedule Type:** Clinic, Lecture

**Contact Hours:** 3 lecture, 1 other

**Grade Mode:** Standard Letter

**Attributes:** Diversity Domestic, TAG Education

## SPED 24000 INCLUSIVE PRACTICES 3 Credit Hours

This course presents an overview of current special education issues as they relate to inclusive practices. Candidates will gain an understanding of the challenges faced by exceptional students and analyze the responsibilities of educational professionals in addressing these challenges. Students will develop a productive orientation toward effective instruction in inclusive settings through a study of legal, practical, professional, and attitudinal issues relevant to inclusive education.

**Prerequisite:** SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## SPED 40093 WORKSHOP IN SPECIAL EDUCATION 1-5 Credit Hours

(Repeatable for credit) Topics of special interest to students desiring to intensify their knowledge in particular areas. Presenters include Kent State University faculty and other institutions. Offered irregularly.

**Prerequisite:** None.

**Schedule Type:** Workshop

**Contact Hours:** 1-5 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

## SPED 42030 ISSUES IN MODERATE-INTENSIVE DISABILITIES 3 Credit Hours

(Slashed with SPED 52030) Addresses a variety of topics relevant to the education of students with moderate to intensive (MDIN) educational needs including contemporary issues, evidence based interventions, and understanding and addressing mental health issues in educational environments. Prepares pre-service MDIN teachers to understand challenges they are likely to encounter in the classroom and connects them with local and national professional development resources to help address those challenges.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## SPED 42951 EARLY INTERVENTION IN NATURAL ENVIRONMENTS 3 Credit Hours

This seminar targets a broad array of early childhood professionals that comprise the field of early intervention from practitioners to future leaders in the field. This course has a primary focus is on identifying natural opportunities for infants and toddlers to acquire and practice functional skills and behaviors. Recommended practice guidelines of the Division for Early Childhood (DEC) indicate that interventions should be embedded and distributed within and across the routines, activities and places that are part of the child's daily experience. This course will explore issues related to the various natural environments of the children in search of the routines, activities, and places that offer the maximum learning and practice opportunities that are family centered, developmentally and individually appropriate, culturally sensitive and least intrusive.

**Prerequisite:** Junior or Senior standing; and cumulative 2.750 GPA.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## SPED 43010 FAMILY AND PROFESSIONAL COLLABORATION 3 Credit Hours

This course provides knowledge and strategies for working with family members of exceptional individuals and members of related professions which provide services to them. Use of collaborative, interdisciplinary and interagency models in special education. 20 clinical and 10 field hours.

**Prerequisite:** SPED 23000 and admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## SPED 43020 ASSESSMENT IN SPECIAL EDUCATION (WIC) 3 Credit Hours

Use/interpretation normed, criterion-referenced and informal curriculum-based assessments for students with mild/moderate disabilities. Standards-based alternative assessments for student with intensive needs. 10 field and 20 clinical hours.

**Prerequisite:** Prerequisite: CI 47501 and 47504. CI 47501 and 47504.

**Corequisite:** SPED 43992 or 43392 or 44092 or 44192.

**Schedule Type:** Field Experience, Lecture

**Contact Hours:** 1 lecture, 2 other

**Grade Mode:** Standard Letter

**Attributes:** Writing Intensive Course

## SPED 43021 ASSESSMENT FOR INDIVIDUALS WITH MODERATE TO INTENSIVE NEEDS (WIC) 3 Credit Hours

(Cross-listed with SPED 53021) Investigates issues and methods for assessing the academic, behavioral, physiological, mental health, and life skills of individuals with moderate to intensive disabilities. Interpretation of norm- and criterion formal assessments, creation of alternative assessments, modification of informal assessments, ecological and community-based assessments specific to individuals with low incidence and multiple disabilities.

**Prerequisite:** SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Writing Intensive Course

**SPED 43022 INDIVIDUALIZED PROGRAMMING AND ASSESSMENT IN SPECIAL EDUCATION 3 Credit Hours**

This course provides students with the knowledge and skills to select appropriate screening and assessment tools for the purpose of determining eligibility for special education services. Additionally, students will learn how to administer, score, and use assessment results to develop an Individualized Education Program (IEP) for students identified with disabilities.

**Prerequisite:** SPED 24000; and admission to advanced standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43030 APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES 3 Credit Hours**

Theory and techniques associated with applied behavior analysis. Approaches for establishing, implementing, maintaining and monitoring skill development are emphasized. Procedures for assessing and modifying classroom environments/instructional techniques to enhance learning/behavior of individuals with disabilities, with specific emphasis on preventing, increasing positive and decreasing inappropriate behavior are introduced. 25 field hours.

**Prerequisite:** SPED 23000 and admission to advanced study.

**Schedule Type:** Field Experience, Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43031 APPLIED BEHAVIOR ANALYSIS II: APPLICATION 3 Credit Hours**

Equips students with the skills necessary to integrate the technology of applied behavior analysis (as learned in SPED 43030, Applied Behavior Analysis I) with the analytical skills necessary to prevent, teach, manage and assess behavior. Specific behavioral interventions are presented. Includes 40 field hours.

**Prerequisite:** SPED 43030 and admission to advanced study.

**Schedule Type:** Field Experience, Lecture

**Contact Hours:** 1 lecture, 2 other

**Grade Mode:** Standard Letter

**SPED 43040 SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR LANGUAGE AND READING DIFFICULTIES 3 Credit Hours**

Course focuses on instructional approaches to teaching reading and language arts to students with disabilities. Major emphasis throughout is on research-based techniques to improve student reading performance, focusing on the direct instruction approach to teaching reading. Students develop intervention strategies to adapt instructional techniques, materials and assessments to meet the needs of diverse learners with disabilities.

**Prerequisite:** SPED 23000; and admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43041 SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR MATHEMATICAL DIFFICULTIES 3 Credit Hours**

This course provides students with the knowledge and skills to plan, deliver, and evaluate supplemental and intensive math instruction using research-based programs and practices. Data based individualization will be used to determine what and how to teach to promote mastery and understanding of critical math skills and concepts. Students learn effective strategies and instructional approaches for improving outcomes for students experiencing persistent difficulties learning math, including students with disabilities.

**Prerequisite:** Admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43050 CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS 3 Credit Hours**

Definitions, causes and characteristics and social and educational implications of learning developmental and emotional/behavioral disorders of students identified with mild/moderate disabilities. Methods of assessment and interventions current issues. 10 clinical and 10 field hours.

**Prerequisite:** SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43051 CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS 3 Credit Hours**

Overview of specific facets and causes of severe disabilities, physical/psychological aspects, family societal responses political trends etiology and medical implications educational and vocational programming assessment and treatment planning assistive technology. 10 clinical 10 field hours.

**Prerequisite:** SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43060 CURRICULUM METHODS IN SPECIAL EDUCATION 3 Credit Hours**

Curriculum development, programming, delivery for students with mild, moderate or intensive disabilities. Emphasis on application of state standards to IEP development. Adapting instructional techniques, materials, assessment to meet needs. 33 field/clinical hours.

**Prerequisite:** Admission to advanced study.

**Schedule Type:** Field Experience, Lecture

**Contact Hours:** 1 lecture, 2 other

**Grade Mode:** Standard Letter

**SPED 43062 DIFFERENTIATED CORE INSTRUCTION: FRAMEWORKS AND PRACTICES 3 Credit Hours**

(Slashed with SPED 53062) Frameworks and models for delivering and adapting core instruction for students with mild to moderate disabilities. Emphasis on collaboration, co-teaching, and team-based problem solving. Overview of key research-validated practices for addressing diverse learning needs within the general education curriculum.

**Prerequisite:** SPED 24000 and admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43063 CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION 3 Credit Hours**

(Cross-listed with SPED 53063) Delivery and adaptation of evidence based practices for students with moderate to intensive educational needs. An emphasis is placed on instruction of functional academic and life skills within naturalistic contexts.

**Prerequisite:** Admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43070 PLANNING AND PROGRAMMING FOR TRANSITIONS 3 Credit Hours**

This course discusses transitions that occur throughout the lifespan for individuals with and without disabilities, and the planning, support development and services available to successfully accomplish them. Introduction to community agencies and adult services.

**Prerequisite:** SPED 43050 or SPED 43051.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43080 ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES 3 Credit Hours**

Examines application of high and low technology assistive devices for students with intensive intervention needs. Analysis of technology needs; selection/development of technology; training/evaluation of technology use by students. 20 clinical hours.

**Prerequisite:** SPED 43050 or SPED 43051 and admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43092 DEAF RESIDENTIAL SCHOOL FIELD EXPERIENCE (ELR) 1 Credit Hour**

(Repeatable for credit) Week-long practicum at a residential school for the deaf; 24-hour interaction with deaf students and adults. Students stay on campus. Conduct, interaction, sign language skills, maturity, responsibility and performance are evaluated by staff at the school.

**Prerequisite:** ASL 49309 or SPED 43309; and admission to advanced study or admission to professional phase.

**Pre/corequisite:** ASL 29202.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 8.33 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

**SPED 43306 FUNDAMENTALS OF AUDIOLOGY FOR STUDENTS WITH HEARING LOSS 3 Credit Hours**

(Slashed with SPED 53306) This course focuses on providing non-audiology majors, specifically deaf education, educational interpreting, and ASL majors, with knowledge to support and serve children with a variety of hearing disorders in the educational setting.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43307 LISTENING, LANGUAGE AND PHONEMIC DEVELOPMENT FOR INDIVIDUALS WITH HEARING LOSS 3 Credit Hours**

(Slashed with SPED 53307) This class focuses on listening, language and phonemic development for individuals with hearing loss. Specific areas will focus on typical language development and the impacts of hearing loss on language development in receptive, expressive, semantic, phonological, social, morphological and syntactical domains with an emphasis on reading and written language. The Auditory-Visual continuum, SCALES, along with strategies for zone of development will be focused on with auditory development strategies.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43309 INTRODUCTION TO DEAF STUDIES (ELR) (WIC) 3 Credit Hours**

(Cross-listed with ASL 49309 and SPED 53309) Introductory survey course designed to provide informational base and understanding of the unique experiences of Deaf people as a cultural minority. Course includes a discussion of: the history of deaf education, etiology and prevalence data, service delivery systems, the process of diagnosis and discovery of hearing loss, issues associated with assessment, and the various communication systems used by deaf individuals. Specifically, topics discussed will include historical, medical, and cultural perspectives regarding the interactions between Deaf and hearing cultural groups and the resulting impact on social, academic-educational, and vocational experiences of deaf children, adults, and their families.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Experiential Learning Requirement, Writing Intensive Course

**SPED 43310 LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS 3 Credit Hours**

(Cross-listed with SPED 53310) Reviews research, theories and theorists in the field of language development for hearing and deaf children; develops awareness of language differences commonly demonstrated by deaf and hard-of hearing children; demonstrates ways to assess linguistic differences and facilitate instruction. Six topic areas include theories of language development (review), language and cognition, normal language acquisition in signed and spoken languages, child-caregiver interaction, language learning in a bilingual setting and language assessment. Students gain foundational understanding of language development and awareness of classroom applications for this knowledge. Includes 20 hours of field-lab experience. Deaf Education majors must achieve a minimum grade of B (3.000) in SPED 43309 before registering for this course.

**Prerequisite:** SPED 43309; and ASL 19202; and admission to advanced study; and Special Education (SPED) major or ASL English Interpreting (ASEI) major.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43311 INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS 3 Credit Hours**

IEP and transition planning strategies and program content for deaf/hard-of-hearing students w/ADHD, BD, DD, VI, DB, LD, CMI, TBI, chronically health impaired/medically fragile, gifted. Curriculum and lesson development and adaptation for impacted areas.

**Prerequisite:** SPED 43313 with a minimum grade of B (3.000); and admission to advanced study.

**Corequisite:** 2 credit hours of SPED 43392.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43313 LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS 6 Credit Hours**

(Cross-listed with SPED 53313) Theoretical overview of integrated linguistics curriculum and reading theories. Strategies to address DHH difficulties and barriers, instructional planning and materials design, and ongoing assessment strategies. Course includes a practicum placement.

**Prerequisite:** SPED 43310 with a minimum grade of B (3.000); and CI 47504 or ECED 40126; and admission to advanced study.

**Pre/corequisite:** ASL 29202.

**Corequisite:** 2 credit hours of SPED 43392.

**Schedule Type:** Lecture

**Contact Hours:** 6 lecture

**Grade Mode:** Standard Letter

**SPED 43324 CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD-OF-HEARING STUDENTS 3 Credit Hours**

Designed to provide students with basic knowledge and skills needed to effectively design and implement instruction for deaf and hard-of-hearing students. Conducted through a combination of lectures, discussions, demonstrations and group activities. Upon successful completion, students possess foundational understanding of how to design and implement lessons and curriculum with students who are deaf and hard of hearing.

**Prerequisite:** SPED 43313 with a minimum grade of B (3.000); CI 47501 and 47502; admission to advanced study.

**Corequisite:** 2 credit hours of SPED 43392.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43392 PRACTICUM:DEAF EDUCATION (ELR) 1-3 Credit Hours**

(Repeatable for a maximum of 3 credit hours) This classroom and field-based experience is designed to provide students pre-service deaf education teachers with the opportunity to develop professional-level skills in working with deaf and hard-of-hearing (DHH) students. The field component will provide experience in working with DHH students with diverse needs, disabilities and ethnic-cultural backgrounds. The class will address appropriate lesson planning and implementation and meets at least 6 times per semester.

**Prerequisite:** None.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 3-9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

**SPED 43529 NATURE AND NEEDS OF GIFTED CHILDREN 3 Credit Hours**

Personal characteristics, abilities and potentialities of gifted through review of related research. Evaluation of research findings and implications for psycho-educational development.

**Prerequisite:** PSYC 11762 and Sophomore standing and admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43530 INSTRUCTIONAL PROCESSES FOR GIFTED CHILDREN 3 Credit Hours**

Discovery and guidance of mentally superior children. Provision for school attention and accommodations. Case studies of gifted children. Selecting appropriate instructional strategies.

**Prerequisite:** SPED 43529 and admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43953 FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD 3 Credit Hours**

The course is specifically designed to examine issues facing families and professionals serving young children with disabilities and those who are at-risk. This course will provide students with theory, general principles, and procedures for fostering partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment.

**Prerequisite:** Minimum cumulative 2.750 GPA and Junior or Senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43954 PRACTICAL APPLICATION: TEAMING 3 Credit Hours**

The purpose of this course is to help students understand and apply the principles of effective collaborative teaming as related to their professional roles and responsibilities in a variety of educational settings serving young children with disabilities. A range of topics will be addressed throughout the course, including team models, consultation, reflective practices, effective meetings, conflict resolution and communication skills and coaching.

**Prerequisite:** Minimum cumulative 2.750 GPA and Junior or Senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43955 TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN 3 Credit Hours**

This course provides an overview of typical and atypical development in young children from birth through age eight, both at the pre-natal and peri-natal levels. Traditional and modern theories of development are discussed within an ecological framework, with an emphasis on brain research, risk factors, culture, and the implications of atypical development as it relates to play and learning. Emphasis on the interrelatedness of development as well as the sequences of development (pedagogical, developmental and logical) is explored.

**Prerequisite:** Minimum cumulative 2.750 GPA and Junior or Senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43958 FOUNDATIONS IN EARLY CHILDHOOD SERVICES 3 Credit Hours**

This course is designed to provide an overview of topics and issues in regard to young children with disabilities within the context of family and current society. This course is a foundational course relevant to early childhood intervention (ECI) professionals from a variety of fields, and includes the current practices in serving young children and their families. All the information provided is interdisciplinary, inclusive and family-focused by nature. The core principles of the Individuals with Disabilities Education Improvement Act (IDEIA) will be reviewed with specific emphasis on Part B 619 and Part C provisions.

**Prerequisite:** 2.750 cumulative GPA and Junior or Senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43964 ASSESSMENT AND EVALUATION IN EARLY INTERVENTION AND EARLY CHILDHOOD SPECIAL EDUCATION 3 Credit Hours**

This course provides an overview of assessment and evaluation in early childhood services. We will examine a range of systems for comparing and observing early childhood services, practices, for young children and families including: screening, eligibility, programmatic assessment, performance monitoring, program evaluation, and accountability. The theoretical concepts of assessment and program evaluation in early childhood services will be investigated in this course, and there will also be opportunities for you to apply this knowledge of assessment instruments, curriculum and instructional strategies and program evaluation methods to intervention settings. Issues and trends related to assessing young children with disabilities (e.g., assessing family outcomes, cultural and linguistic differences) will also be discussed.

**Prerequisite:** 2.750 cumulative GPA and Junior or Senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43981 STUDENT TEACHING IN SPECIAL EDUCATION (ELR) 4-9 Credit Hours**

Provides opportunity to demonstrate skills in teaching. Students placed in education-based settings; assume total teaching responsibilities of students with exceptionalities for 480 clock hours under the supervision of the school-based mentor teacher and the university supervisor. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which student teaching internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty-staff at Regional campuses as prerequisite for student teaching. L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty/staff at Regional campuses as prerequisite for student teaching.

**Prerequisite:** Admission to advanced study; and Official valid certification of Child Safety Training, approved Basic Life Support and A.

**Corequisite:** SPED 49525.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 17-35 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

**SPED 43991 SEMINAR IN SPECIAL EDUCATION 1-3 Credit Hours**  
(Repeatable for credit) Undergraduate seminar in special education; varied topics.

**Prerequisite:** Admission to advanced study.

**Schedule Type:** Seminar

**Contact Hours:** 1-3 other

**Grade Mode:** Standard Letter

**SPED 43992 FIELD EXPERIENCE IN SPECIAL EDUCATION (ELR) 3 Credit Hours**

Provides opportunity to observe master teachers and begin working with students. Students are placed in education-based settings and work with a team of professionals to understand techniques for providing services to students with exceptionalities. Additional seminar meetings.

**Prerequisite:** SPED 23000.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**Attributes:** Experiential Learning Requirement

**SPED 43995 SPECIAL TOPICS IN SPECIAL EDUCATION 1-4 Credit Hours**

(Repeatable for credit) Selected topics intended to encourage interdisciplinary study to cover areas not treated adequately in traditional coursework and to make available promptly the new and significant experience of faculty within Special Education.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 1-4 lecture

**Grade Mode:** Standard Letter

**SPED 43996 INDIVIDUAL INVESTIGATION IN SPECIAL EDUCATION 1-10 Credit Hours**

(Repeatable for credit) (Cross-listed with ASL 49096)

**Prerequisite:** Special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-10 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 44020 MEDICAL ASPECTS OF AUTISM SPECTRUM DISORDERS 3 Credit Hours**

Description of medical issues facing individuals with autism spectrum disorders (ASD) and their families. Examination of etiology, co-occurring disabilities and disorders, and treatment options in relation to individuals with ASD.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 44092 FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST (ELR) 3 Credit Hours**

Field assignments in conjunction with mild-moderate coursework. Evaluates students in personal conduct, communication skills, instructional design and methods, and impact on student learning aligned with CEC standards.

**Prerequisite:** SPED 43992 and 43060 and admission to advanced study.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory

**Attributes:** Experiential Learning Requirement

**SPED 44192 FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST (ELR) 3 Credit Hours**

(Repeatable for credit) Field assignments in conjunction with moderate-intensive coursework. Evaluates students in personal conduct, communication skills, instructional design and methods, and impact on student learning aligned with CEC standards.

**Prerequisite:** SPED 43992; and admission to advanced study.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory

**Attributes:** Experiential Learning Requirement

**SPED 44309 AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS 3 Credit Hours**

(Slashed with SPED 64309, SPA 64309 and SPA 74309) Provides an overview of Autism Spectrum Disorders (ASD). Examines the history, characteristics, and prevalence of ASD. Assessment and intervention models are explored as they relate to various theoretical models for understanding ASD.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 44951 CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS 3 Credit Hours**

In this course, students will become familiar with the federal law and state rules as well as recommended practices governing IFSP and IEP development. Students will use this knowledge to competently develop and prepare to implement IFSP outcomes and strategies, and or IEP goals, objectives and benchmarks through the identification of appropriate strategies as well as related supports and services. Family-centered, strengths-based planning and collaboration within the teaming approach will be emphasized. Students will learn about the process of facilitating the development, implementation, and monitoring of the IFSP and IEP as well as learn about the products of this process.

**Prerequisite:** Minimum 2.750 cumulative GPA; and Junior or Senior standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 49525 INQUIRY SEMINAR INTO PROFESSIONAL PRACTICE 3 Credit Hours**

Focus on effective, ethical and responsible implication of professional practice. Provides vehicle to articulate and demonstrate professional competencies, commitment and ethical decision making for providing services to students.

**Prerequisite:** Admission to advanced study.

**Corequisite:** SPED 43981.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**SPED 50093 VARIABLE TITLE WORKSHOP IN SPECIAL EDUCATION 1-5 Credit Hours**

(Repeatable for credit) Topics of special interest to students desiring to intensify their knowledge in particular areas. Presenters include Kent State University and other institution faculty. Offered irregularly.

**Prerequisite:** Graduate standing.

**Schedule Type:** Workshop

**Contact Hours:** 1-5 other

**Grade Mode:** Satisfactory/Unsatisfactory

**SPED 52030 ISSUES IN MODERATE-INTENSIVE DISABILITIES 3 Credit Hours**

Addresses a variety of topics relevant to the education of students with moderate to intensive (MDIN) educational needs including contemporary issues, evidence based interventions, and understanding and addressing mental health issues in educational environments. Prepares pre-service MDIN teachers to understand challenges they are likely to encounter in the classroom and connects them with local and national professional development resources to help address those challenges.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53010 FAMILY AND PROFESSIONAL COLLABORATION 3 Credit Hours**

This course provides knowledge and strategies for working with family members of exceptional individuals and members of related professions which provide services to them. Use of collaborative interdisciplinary and interagency models in special education. 20 clinical and 10 field hours.

**Prerequisite:** SPED 63200 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53020 ASSESSMENT IN SPECIAL EDUCATION 3 Credit Hours**

Use/interpretation normed, criterion-referenced and informal curriculum-based assessments for students with mild/moderate disabilities. Standards-based alternative assessments for student with intensive needs. 10 field and 20 clinical hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Field Experience, Lecture

**Contact Hours:** 1 lecture, 2 other

**Grade Mode:** Standard Letter

**SPED 53021 ASSESSMENT FOR INDIVIDUALS WITH MODERATE TO INTENSIVE NEEDS 3 Credit Hours**

(Cross-listed with SPED 43021) Investigates issues and methods for assessing the academic, behavioral, physiological, mental health, and life skills of individuals with moderate to intensive disabilities. Interpretation of norm- and criterion formal assessments, creation of alternative assessments, modification of informal assessments, ecological and community-based assessments specific to individuals with low incidence and multiple disabilities.

**Prerequisite:** SPED 63000 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53022 INDIVIDUALIZED PROGRAMMING AND ASSESSMENT IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 43022) This course provides students with the knowledge and skills to select appropriate screening and assessment tools for the purpose of determining eligibility for special education services. Additionally, students will learn how to administer, score, and use assessment results to develop an Individualized Education Program (IEP) for students identified with disabilities.

**Prerequisite:** SPED 24000 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53030 APPLIED BEHAVIOR ANALYSIS I: THEORY AND TECHNIQUES 3 Credit Hours**

Theory and techniques associated with applied behavior analysis. Approaches for establishing, implementing, maintaining and monitoring skill development are emphasized. Procedures for assessing and modifying classroom environments/instructional techniques to enhance learning/behavior of individuals with disabilities, with specific emphasis on preventing, increasing positive and decreasing inappropriate behavior are introduced. 25 field hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53031 APPLIED BEHAVIOR ANALYSIS II: APPLICATION 3 Credit Hours**

Equips students with the skills necessary to integrate the technology of applied behavior analysis (as learned in SPED 43030, Applied Behavior Analysis I) with the analytical skills necessary to prevent, teach, manage and assess behavior. Specific behavioral interventions are presented. Includes 40 field hours.

**Prerequisite:** SPED 53030 and Graduate standing.

**Schedule Type:** Field Experience, Lecture

**Contact Hours:** 1 lecture, 2 other

**Grade Mode:** Standard Letter

**SPED 53040 SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR LANGUAGE AND READING DIFFICULTIES 3 Credit Hours**

This course focuses on instructional approaches to teaching language and reading to students with disabilities. The major emphasis throughout the course will be on research based techniques to improve student reading performance, focusing on the direct instruction approach to teaching reading. The course will also include intervention strategies to adapt instructional techniques, materials and assessments to meet the needs of diverse learners with disabilities.

**Prerequisite:** SPED 63200 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53041 SUPPLEMENTAL AND INTENSIVE INSTRUCTION FOR MATHEMATICAL DIFFICULTIES 3 Credit Hours**

(Slashed with SPED 43041) This course provides students with the knowledge and skills to plan, deliver, and evaluate supplemental and intensive math instruction using research-based programs and practices. Data based individualization will be used to determine what and how to teach to promote mastery and understanding of critical math skills and concepts. Students learn effective strategies and instructional approaches for improving outcomes for students experiencing persistent difficulties learning math, including students with disabilities.

**Prerequisite:** graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53050 CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE INTERVENTION NEEDS 3 Credit Hours**

Definitions, causes, characteristics; social, educational implications of learning developmental and emotional behavioral disorders of students identified with mild/moderate disabilities. Methods of assessment and interventions; current issues. 10 clinical and 10 field hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53051 CHARACTERISTICS OF STUDENTS WITH MODERATE/INTENSIVE INTERVENTION NEEDS 3 Credit Hours**

Overview of specific facets and causes of severe disabilities, physical/psychological aspects family/societal responses, political trends, etiology and medical implications, educational and vocational programming, assessment and treatment planning, assistive technology. 10 clinical 10 field hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53060 CURRICULUM METHODS IN SPECIAL EDUCATION 3 Credit Hours**

Curriculum development, programming, delivery for students with mild to moderate disabilities. Introduction to transition planning. Emphasis on functional curriculum and adapting instructional techniques, materials, assessment to meet needs. 33 field clinical hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Field Experience, Lecture

**Contact Hours:** 3 lecture, 33 other

**Grade Mode:** Standard Letter

**SPED 53062 DIFFERENTIATED CORE INSTRUCTION: FRAMEWORKS AND PRACTICES 3 Credit Hours**

(Slashed with SPED 43062) Frameworks and models for delivering and adapting core instruction for students with mild to moderate disabilities. Emphasis on collaboration, co-teaching, and team-based problem solving. Overview of key research-validated practices for addressing diverse learning needs within the general education curriculum.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53063 CURRICULUM METHODS MODERATE/INTENSIVE INTERVENTION 3 Credit Hours**

(Cross-listed with SPED 43063) Delivery and adaptation of evidence based practices for students with moderate to intensive educational needs. An emphasis is placed on instruction of functional academic and life skills within naturalistic contexts.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53070 PLANNING AND PROGRAMMING FOR TRANSITIONS 3 Credit Hours**

This course addresses life-span community participation and the planning, support, development, and services available to accomplish it. Introduction to community agencies and adult services. 10 clinical 15 field hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53080 ASSISTIVE TECHNOLOGY FOR STUDENTS WITH DISABILITIES 3 Credit Hours**

Examines application of high and low technology assistive devices for students with intensive intervention needs. Analysis of technology needs; selection/development of technology; training/evaluation of technology use by students. 20 clinical hours.

**Prerequisite:** SPED 53050 or SPED53051 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53092 DEAF RESIDENTIAL SCHOOL FIELD EXPERIENCE 1 Credit Hour**

(Slashed with SPED 43092) Week-long practicum at a residential or post-secondary school for the deaf; 24-hour per day interaction with deaf students and adults to learn about and participate in activities, resources, and programs and interact with staff with expertise in deafness.

**Prerequisite:** SPED 53309 and Graduate standing.

**Pre/corequisite:** ASL 29202.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 8 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 53100 SURVEY OF INTERPRETING PROFESSION 3 Credit Hours**

(Cross-listed with ASEI 43100) Introduction to the field of ASL-English interpreting. The following will be discussed: the history of the interpreting profession; the varied roles-responsibilities of interpreters; issues and concerns facing interpreters; legal mandates and constraints governing the provision of interpreters; ethical guidelines and their application to educational environments. Since interpreters are expected to be fluent in both English and ASL, this course will strive to enhance students' facility with both languages. Pre/ Corequisite: SPED 53106.

**Prerequisite:** ASL 19202 and Graduate standing.

**Corequisite:** ASL 29201.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53101 DEAF CULTURE AND COMMUNITY 3 Credit Hours**

(Slashed with ASL 49401) Exploration of historical events and figures from deaf community perspective. Life experiences of "typical" deaf individuals as minority culture representatives interacting with majority culture institutions and processes as depicted in narrative storytelling and folklore.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53102 INTERPRETING PROCESSES I 3 Credit Hours**

(Cross-listed with SPED 43102) Beginning level interpreting course that examines the models of interpreting and their application to practice. Consecutive and simultaneous interpreting strategies are used to develop processing skills for both English to ASL and ASL to English interpretations. Samples of narrative genre are the texts used for interpretations as students examine the linguistic and cultural differences between ASL and English narratives.

**Prerequisite:** ASL 29202; and SPED 53100; and SPED 53107; and Graduate standing.

**Corequisite:** ASL 39201 and SPED 53105.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53103 INTERPRETING PROCESSES II 3 Credit Hours**

(Slashed with SPED 43103) Intermediate level interpreting course that challenges students to interpret the more complex genres including expository, procedural, and argumentative texts. Students will study and apply contextualization strategies. Discourse that is common to both the adult deaf community and educational settings will be interpreted and transliterated. There will be clinical application hours that students will need to accrue in this course.

**Prerequisite:** ASL 29202; and SPED 53102 and Graduate standing.

**Corequisite:** SPED 53110 and SPED 53111.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53104 INTERPRETING PROCESS III 3 Credit Hours**

(Slashed with SPED 43104) Advanced level interpreting course focused on enhancing students' English to ASL and ASL to English skills in a variety of settings. Complex texts are selected from a variety of disciplines from both community and educational settings. Students build on previously developed self-assessment skills to create detailed and analytical diagnostic charts of their interpreted work. There will be clinical application hours that students will need to accrue in this course.

**Prerequisite:** ASL 39202 and SPED 53107; and SPED 53092; and American Sign Language/English Interpreting [ASEI] concentration in the Special Education [SPED] major; and Graduate standing.

**Corequisite:** ASL 49108.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53105 TRANSLITERATING 3 Credit Hours**

(Cross-listed with SPED 43105) Students are exposed to the various English-based sign systems that are used in the education of deaf students as well as variations of sign communication in the deaf community. Focus is placed on developing transliterating skills utilizing conceptually accurate signed English. Students examine the implications of a diverse sign continuum and the professional expectation of identifying and meeting the language preferences of deaf consumers.

**Prerequisite:** SPED 53100 and ASL 29202 and Graduate standing.

**Corequisite:** ASL 39201 and SPED 53102.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter



**SPED 53106 SCHOOL SETTING INTERPRETING 3 Credit Hours**

(Slashed with ASEI 43106) Issues, challenges, roles, responsibilities, and ethics of classroom-based educational interpreting are explored. Students are exposed to the variety of classroom designs where interpreters work such as mainstreaming, inclusion, resource room, and self-contained classrooms. K-12 settings place additional expectations for interpreter participation including IEP meetings, counseling, school assemblies and performing arts presentations.

**Prerequisite:** ASL 19201; ASL English Interpreting (ASEI) concentration within the Special Education (SPED) major; and Graduate standing and special approval.

**Pre/corequisite:** ASL 29201.

**Corequisite:** SPED 53100.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53107 COMMUNITY SETTING INTERPRETING 3 Credit Hours**

(Cross-listed with SPED 43107) This course explores the various venues that interpreters can work in the community. Emphasis will be given to the development of specialized vocabulary. Students participate in mock interpreting situations common to community interpreting in order to identify ethical dilemmas, demands and controls.

**Prerequisite:** ASL 29201; SPED 53100; and SPED 53106; and Admission to the ASL English Interpreting (ASEI) concentration with the Special Education (SPED) major and Graduate standing.

**Corequisite:** ASL 29202.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53108 AMERICAN SIGN LANGUAGE LINGUISTICS AND USAGE 3 Credit Hours**

(Cross-listed with ASL 49108) Analytical study of American Sign Language syntactic, semantic, morphology and pragmatics; comparison of spoken languages and ASL using the Stokoe system, impact of educational-setting characteristics on linguistic processes.

**Prerequisite:** SPED 4/53100 and SPED 29202 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53110 DISCOURSE ANALYSIS FOR INTERPRETERS 3 Credit Hours**

(Slashed with ASEI 43110) This course will explore the field of discourse analysis and its relation to the work of an interpreter. Students will complete the course with an understanding of terminology specific to discourse analysis, a better understanding of one's own discourse style, and a better idea of how English and ASL use various discourse features. These features include the following: Turn-taking, Conversational Repair - false starts, Discourse Markers, Constructing Dialogue & Action, Cohesion, Rhythm, Rhyme, and Repetition.

**Prerequisite:** ASL 39201; and SPED 53100 and SPED 53102 and SPED 53106 and SPED 53107.

**Corequisite:** SPED 53103.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53111 THE PROFESSIONAL INTERPRETER 3 Credit Hours**

Covers current trends in the field regarding situational and ethical issues. Demand-Control Schema and the RID Code of Professional Conduct are key components of the students' investigation and application. Students receive guidance in preparing for the RID performance test.

**Prerequisite:** ASL 29202; and SPED 53100 and SPED 53107; and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53112 INTERACTIVE INTERPRETING 3 Credit Hours**

(Cross-listed with SPED 43112) Guides students through a process of examining the complex nature of interpreting interactive discourse. Discussions will focus on managing this multi-layered process when participants' roles, assumptions, and goals can be congruent or adversarial. Student will learn to navigate contrasting cultural, linguistic, and discourse expectations. This course will present numerous interactive scenarios for students to interpret typical of a variety of settings with different participant configurations.

**Prerequisite:** ASL 29202; and SPED 53100; and SPED 53103; and SPED 53110 with a grade of C (2.000) or better.

**Corequisite:** SPED 53102.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53113 ASL TO ENGLISH INTERPRETING PROCESSES 3 Credit Hours**

(Slashed with SPED 43113) Guides students in developing interpreting skills from their L2 (ASL) to their L1 (English). Students will learn strategies for increasing their ASL and English vocabularies for the purposes of understanding equivalents when applying English vocabulary to ASL signs. Students will examine their ability to apply this proficiency to various registers of ASL. Course will also emphasize incorporating Academic English into written scholarly appears to increase students' abilities to apply this to their interpretations.

**Prerequisite:** ASL 29202 and SPED 53100 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53192 ADVANCED PRACTICUM: ASL ENGLISH INTERPRETING 1-9 Credit Hours**

(Repeatable for credit) Field-based practicum experience provides pre-service educational interpreters with opportunity to participate with currently practicing master educational interpreters. Students placed in education and/or community settings. University supervisor and teacher mentor observe and assess student skill. Students are required to complete Bureau of Criminal Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school-agency before the first day of the semester in which internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty-staff at Regional campuses before registering for this course. Students must have passed the SLPI or ASLPI on or before Oct 31st the semester prior.

**Prerequisite:** SPED 53104, SPED 53112 and ASL 49108; and ASL-English Interpreting [ASEI] concentration within the Special Education [SPED] major; and Graduate standing and special approval.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 3-27 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 53306 FUNDAMENTALS OF AUDIOLOGY FOR STUDENTS WITH HEARING LOSS 3 Credit Hours**

(Slashed with SPED 43306) This course focuses on providing non-audiology majors, specifically deaf education, educational interpreting, and ASL majors, with knowledge to support and serve children with a variety of hearing disorders in the educational setting.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53307 LISTENING, LANGUAGE AND PHONEMIC DEVELOPMENT FOR INDIVIDUALS WITH HEARING LOSS 3 Credit Hours**

(Slashed with SPED 43307) This class focuses on listening, language and phonemic development for individuals with hearing loss. Specific areas will focus on typical language development and the impacts of hearing loss on language development in receptive, expressive, semantic, phonological, social, morphological and syntactical domains with an emphasis on reading and written language. The Auditory-Visual continuum, SCALES, along with strategies for zone of development will be focused on with auditory development strategies.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53309 INTRODUCTION TO DEAF STUDIES 3 Credit Hours**

(Slashed with ASL 49309 and SPED 43309) Introductory survey course designed to provide informational base and understanding of the unique experiences of Deaf people as a cultural minority. Course includes a discussion of: the history of deaf education, etiology and prevalence data, service delivery systems, the process of diagnosis and discovery of hearing loss, issues associated with assessment, and the various communication systems used by deaf individuals. Specifically, topics discussed will include historical, medical, and cultural perspectives regarding the interactions between Deaf and hearing cultural groups and the resulting impact on social, academic-educational, and vocational experiences of deaf children, adults, and their families.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53310 LANGUAGE DEVELOPMENT FOR DEAF AND HARD-OF-HEARING STUDENTS 3 Credit Hours**

Reviews research, theories and theorists in the field of language development for hearing and deaf children; develops awareness of language differences commonly demonstrated by deaf and hard-of-hearing children; demonstrates ways to assess linguistic differences and facilitate instruction. Six topic areas include theories of language development (review), language and cognition, normal language acquisition in signed and spoken languages, child-caregiver interaction, language learning in a bilingual setting and language assessment. Students gain foundational understanding of language development and awareness of classroom applications for this knowledge. Includes 20 hours of field-lab experience. Deaf Education majors must achieve a minimum grade of B (3.000) in SPED 53309 before registering for this course.

**Prerequisite:** SPED 53309; and ASL 19202; and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53311 INSTRUCTION OF DEAF/HARD-OF-HEARING STUDENTS WITH SPECIAL NEEDS 3 Credit Hours**

IEP and transition planning strategies and program content for deaf/hard-of-hearing students with ADHD, BD, DD,VI,DB, LD, CMI, TBI, chronically health impaired/medically fragile, gifted. Curriculum and lesson development and adaptation for impacted areas.

**Prerequisite:** SPED 53313 with a minimum grade of B (3.000) and Graduate standing.

**Corequisite:** 2 credit hours of SPED 63392.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53313 LITERACY ASSESSMENT AND INTERVENTION FOR DEAF/HARD-OF-HEARING STUDENTS 6 Credit Hours**

Theoretical overview of integrated linguistics curriculum and reading theories. Strategies to address DHH difficulties and barriers, instructional planning and materials design, and ongoing assessment strategies. Course includes a practicum placement.

**Prerequisite:** SPED 53310 with a minimum grade of B (3.000); and CI 67310 or CI 57504; and Graduate standing.

**Pre/corequisite:** ASL 29202 and 2 credit hours of SPED 63392.

**Schedule Type:** Lecture

**Contact Hours:** 6 lecture

**Grade Mode:** Standard Letter

**SPED 53316 EARLY CHILDHOOD DEAF EDUCATION: FAMILY AND CHILD SERVICE PROVISION 3 Credit Hours**

Targets the issues and needs of young deaf/hard-of-hearing children and their families. Topics covered relate to service provision in the home and classroom for deaf/hard-of-hearing children from birth to 5 years of age. Includes 30 hours of work in a practicum placement with a young D/HH child and his/her family.

**Prerequisite:** SPED 4/53310; ASL/SPED 29202 or Sign Language Proficiency Interview (SLPI) at intermediate or above; and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53324 CURRICULUM METHODS AND MATERIALS FOR DEAF/HARD OF HEARING STUDENTS 3 Credit Hours**

Designed to provide students with basic knowledge and skills needed to effectively design and implement instruction for deaf and hard-of-hearing students. Conducted through a combination of lectures, discussions, demonstrations and group activities. Upon successful completion, students possess foundational understanding of how to design and implement lessons and curriculum with students who are deaf and hard of hearing.

**Prerequisite:** SPED 53313 with a minimum grade of B (3.000); and CI 57501 and 57502; and Graduate standing.

**Corequisite:** 2 credit hours of SPED 63392.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53529 NATURE AND NEEDS OF GIFTED CHILDREN 3 Credit Hours**

Personal characteristics, abilities and potentialities of gifted children through review of related research. Evaluation of research findings and implications for psychoeducational development.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53530 INSTRUCTIONAL PROCESSES FOR GIFTED CHILDREN 3 Credit Hours**

Discovery and guidance of mentally superior children. Provision for school attention and accommodations. Case studies of gifted children. Selecting appropriate instructional strategies.

**Prerequisite:** SPED 53529 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53534 SOCIAL/EMOTIONAL COMPONENTS OF GIFTEDNESS 3 Credit Hours**

Affective growth of gifted persons is reviewed through research literature and analysis of case studies. Reviews adjustment problems of gifted youth and adults.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 60199 THESIS I 2-6 Credit Hours**

Thesis students must register for a total of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.

**Prerequisite:** Graduate standing and special approval.

**Schedule Type:** Masters Thesis

**Contact Hours:** 2-6 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 60299 THESIS II 2 Credit Hours**

Thesis students must continue registration each semester until all degree requirements are met.

**Prerequisite:** SPED 60199 and Graduate standing.

**Schedule Type:** Masters Thesis

**Contact Hours:** 2 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 62951 EARLY INTERVENTION IN NATURAL ENVIRONMENTS 3 Credit Hours**

This seminar targets early childhood special education and intervention professionals that comprise the field of early intervention from practitioners to future leaders in the field. Recommended practice guidelines of the Division for Early Childhood (DEC) indicate that interventions should be embedded and distributed within and across the routines, activities and places that are part of the child's daily experience. In keeping with DEC recommendations, this course will explore issues related to the various natural environments of the children in search of the routines, activities, and places that offer the maximum learning and practice opportunities that are family centered, developmentally and individually appropriate, culturally sensitive, and least intrusive.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63030 PHARMACOLOGICAL INTERVENTIONS IN SPECIAL EDUCATION 3 Credit Hours**

Introduce mechanisms by which drugs act; identify benefits/side effects; implications for delivery/ intervention; monitoring in classroom. Classes of drugs examined; issues examined; delineation of responsibilities and prohibitions.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63031 PROGRAM DEVELOPMENT IN APPLIED BEHAVIOR ANALYSIS 3 Credit Hours**

Describe and apply methodology and research design in developing and monitoring the effectiveness of behavioral interventions and to use such information to evaluate overall program efficacy. Consideration is given to student characteristics (e.g., underlying disability) when developing and evaluating behavior programs based in applied behavior analysis. Use of specific tools for prioritizing behaviors, evaluating progress, and making treatment program decisions are presented. Issues related to treatment implementation fidelity and behavioral program development are also emphasized.

**Prerequisite:** Graduate standing.

**Pre/corequisite:** SPED 53030.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63032 ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE BEHAVIOR 3 Credit Hours**

Use and interpretation of functional behavioral assessment in educational settings to lead to the identification of empirically-supported interventions to address the behavioral needs of children. The development, implementation and analysis of functional analysis procedures. Special emphasis given to identifying designing, implementing and assessing the effectiveness of advanced behavioral interventions in consultation. 20 field hours.

**Prerequisite:** SPED 53030, SPED 53031, SPED 63031, SPED 63301 and SPED 63033; and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63033 ETHICAL AND PROFESSIONAL CONDUCT IN APPLIED BEHAVIOR ANALYSIS 3 Credit Hours**

This course provides an intensive focus on ethical and professional conduct as it applies to day-to-day implementation of applied behavior analytic strategies by professional behavior analysts. Responsible conduct of a behavior analyst, ethical responsibilities to clients, colleagues, the field of applied behavior analysis, and society are featured. BACB Guidelines for Responsible Conduct for Behavior Analyst and BACB Disciplinary and Ethical Standards are reviewed and studied. This course focuses on meeting the updated standards for ethics set forth by the Behavior Analyst Certification Board in the BACB Fourth Edition Task List.

**Prerequisite:** SPED 53030 and SPED 63031 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63092 FIELD EXPERIENCE IN SPECIAL EDUCATION 3 Credit Hours**

Provides opportunity to observe master teachers and begin working with students. Students are placed in education-based settings and work with a team of professionals to understand techniques for providing services to students with exceptionalities. Additional seminar meetings.

**Prerequisite:** Graduate standing.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 63101 ADMINISTRATION AND SUPERVISION IN SPECIAL EDUCATION 3 Credit Hours**

Administration of educational programs for exceptional children; improvement of teacher competencies; function of special education supervisors; and special education operations at local, state and national levels.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63200 INTRODUCTION TO EXCEPTIONALITIES 3 Credit Hours**

Introduction to exceptionalities of student development. Focus on foundations/theories associated with characteristics and accommodations for human exceptionalities. Collaborative/multidiscipline educational service design. Fifteen clinical/field hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63201 CONTEMPORARY ISSUES IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 83201) Surveys current research, literature and policy issues that affect identification, assessment and service provision to students with exceptionalities.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63204 LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 73204) This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. The course will provide comprehensive overviews of The Individuals with Disabilities Education Act, The Every Student Succeeds Act, The Americans with Disabilities Act, The Vocational Rehabilitation Act, relevant sections of The Social Security Act. In addition, students will gain an awareness of miscellaneous other pieces of legislation and examples of case law pertaining to the education of students with disabilities.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63300 RESEARCH APPLICATIONS IN SPECIAL EDUCATION 3 Credit Hours**

Culminating experience in which students apply their content, methods and research skills to develop a final project that addresses an area of special education. Focuses on techniques for answering research questions, developing curriculum, and assimilating knowledge through applied projects.

**Prerequisite:** EVAL 65510 or EVAL 65511; and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

**SPED 63301 SINGLE SUBJECT RESEARCH METHODS 3 Credit Hours**

(Repeatable 2 times for credit) Research designs and techniques associated with behavioral observation and a description of single subject experimental methodology are presented. The study of this methodology includes topics related to applied behavior analysis, assessment, experimental design and data evaluation. In addition, single subject methods are discussed in relations to other research designs. 20 field hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

**SPED 63392 PRACTICUM IN DEAF EDUCATION 1-3 Credit Hours**  
(Repeatable for a maximum of 3 credit hours) This classroom and field-based experience is designed to provide students pre-service deaf education teachers with the opportunity to develop professional-level skills in working with deaf and hard-of-hearing (DHH) students. The field component will provide experience in working with DHH students with diverse needs, disabilities and ethnic-cultural backgrounds. The class will address appropriate lesson planning and implementation and meets at least 6 times per semester.

**Prerequisite:** Graduate standing.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 3-9 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 63531 CURRICULUM DEVELOPMENT FOR GIFTED LEARNERS 3 Credit Hours**

Focus on design/development of curriculum for gifted learners; adapt/modify existing curricula; design curricular materials through predetermined process assessment of suitability of materials.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63532 GIFTED PROGRAM DESIGN AND ADMINISTRATION 3 Credit Hours**

Fundamentals of designing gifted programs are reviewed. Topics include student identification in service advocacy program evaluation compliance with state standards and teacher preparation.

**Prerequisite:** SPED 53529 and SPED 53530 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63533 GIFTED SUBPOPULATIONS 3 Credit Hours**

The characteristics and needs of intellectually gifted individuals who often are not high academic achievers are studied with consideration of the implications for school practices.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63892 EARLY INTERVENTION INTERNSHIP 3 Credit Hours**

(Repeatable for a maximum of 9 credit hours) The Early Intervention Internship involves supervised observation and participation in an early intervention setting(s) for children ages birth to three with developmental delays and disabilities or supervised observation and participation in research and scholarly activities related to the development, delivery, and evaluation of early intervention services to children and their families. Students may be placed at a county board of developmental disabilities, center-, community-, or home-based early intervention program, a developmental center, childcare center, a neonatal intensive care unit (NICU) or other approved placement. The Early Intervention internship will provide students practical experience in an Early Intervention professional setting, one that allows students to develop and refine a variety of skills when working with infants and toddlers with disabilities and their families.

**Prerequisite:** Graduate standing and special approval.

**Schedule Type:** Field Experience

**Contact Hours:** 9 other

**Grade Mode:** Standard Letter-S/U

**SPED 63949 AUTISM SPECTRUM DISORDER CAPSTONE 1-3 Credit Hours**

Knowledge and skills gained through participation in the Autism Spectrum Disorders (ASD) program are utilized to develop a project related to the education of individuals with ASD and-or the individuals who support them.

**Prerequisite:** Graduate standing.

**Schedule Type:** Individual Investigation

**Contact Hours:** 3-9 other

**Grade Mode:** Satisfactory/Unsatisfactory

**SPED 63950 CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES 3 Credit Hours**

Overview and comparison of early childhood service approaches including: history and issues in delivering services, developmentally appropriate practice, environmental arrangement and how to modify curriculum.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63952 FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD 3 Credit Hours**

(Cross-listed with ECED 60159) Examines issues facing families and professionals serving young children who are at-risk, disabled and typically developing.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63953 PRACTICAL APPLICATIONS: BIRTH TO FIVE 3 Credit Hours**

Practical application of recommended practices for young children birth-five. Observation of young children in natural environments. Plan and evaluate intervention with families and professionals. Sixty field hours.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63954 PRACTICAL APPLICATIONS: TEAMING 3 Credit Hours**

The purpose of this course is to help students understand and apply the principles of effective collaborative teaming as related to their professional roles and responsibilities in a variety of educational settings serving young children with disabilities. A range of topics will be addressed throughout the course, including giving and receiving feedback, reflective practices, effective meeting, conflict resolution and communication skills, developing and providing quality professional development, supervising, coaching, mentoring, working with para-professionals, itinerant teaching, service coordination, and consulting with general educators.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63955 TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN 3 Credit Hours**

Overview of typical and atypical development pathways from birth to grade 3 including: theories of behavior, implications of atypical development on play, learning, early childhood development within ecological framework.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63956 FOUNDATIONS IN EARLY CHILDHOOD SERVICES 3 Credit Hours**

(Cross-listed with ECED 60156 and SPED 73956) Overview of issues facing young children within context of family/society including: history, early childhood services, theoretical perspectives, implications of childhood disabilities, and recommended assessment intervention and evaluation.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63957 ASSESSMENT AND EVALUATION OF EARLY CHILDHOOD SERVICES 3 Credit Hours**

(Slashed with SPED 73957) Examines a range of systems for comparing and observing early childhood services, practices, young children and families: types and purposes of assessment procedures and instruments, monitoring progress.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63958 EARLY CHILDHOOD INTERVENTION METHODS 3 Credit Hours**

Specific strategies for working with children birth to eight with intensive needs (e.g. cerebral palsy, spina bifida, autism). 30 clinical hours will provide students with the opportunity to practice newly acquired intervention strategies, knowledge and skills.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63959 MEDICAL ASPECTS OF LIFESPAN DISABILITIES 3 Credit Hours**

Description of medical issues facing individuals with lifespan disabilities and their families. Examination of etiology, co-occurring disabilities and disorders, and treatment options in relation to individuals with Autism Spectrum Disorders and other developmental disabilities.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63991 SEMINAR IN SPECIAL EDUCATION 1-3 Credit Hours**

(Repeatable for credit) Various topics include: behavior modification, research problems in special education, theories in special education, social processes in special education.

**Prerequisite:** Graduate standing.

**Schedule Type:** Seminar

**Contact Hours:** 1-3 other

**Grade Mode:** Standard Letter

**SPED 63992 STUDENT TEACHING IN SPECIAL EDUCATION 4-8 Credit Hours**

(Repeatable for maximum of 8 credit hours) Provides opportunity to demonstrate skills in teaching. Students placed in education-based settings; assume total teaching responsibilities of students with exceptionalities for 480 clock hours under the supervision of the school-based mentor teacher and the university supervisor. Students are required to complete Bureau of Criminal Investigation and Identification (BCII) and Federal Bureau of Investigation (FBI) background checks and submit the results to authorized personnel at their assigned school agency before the first day of the semester in which student teaching internship will take place. Official valid certification of Child Safety Training, approved Basic Life Support and A.L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty-staff at Regional campuses as prerequisite for student teaching. L.I.C.E. Training must be presented to the campus office of clinical experience or designated faculty/staff at Regional campuses as prerequisite for student teaching.

**Prerequisite:** Graduate standing and special approval; and Official valid certification of Child Safety Training, approved Basic Life Support and A. Corequisite: SPED 69525.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 17-35 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 63995 SPECIAL TOPICS IN SPED 1-3 Credit Hours**

(Repeatable for credit) Specialized offerings in response to emerging or selected program needs.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 1-3 lecture

**Grade Mode:** Standard Letter

**SPED 63996 INDIVIDUAL INVESTIGATION IN SPECIAL EDUCATION 1-10 Credit Hours**

(Repeatable for credit)

**Prerequisite:** graduate standing and special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-10 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 63998 RESEARCH: SPECIAL EDUCATION 1-10 Credit Hours**

(Repeatable for credit)

**Prerequisite:** Graduate standing and special approval.

**Schedule Type:** Research

**Contact Hours:** 1-10 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 64200 CURRICULUM METHODS FOR TRANSITION PLANNING AND COLLABORATION 3 Credit Hours**

This course focuses upon the development of transition agreements and collaboration between secondary transition specialists and other transition stakeholders (e.g., elementary school regular educators, parents of students with disabilities, adult service programs). Particular emphasis is placed upon infusing vocational, and non-vocational, transition planning in the curricula for individuals with moderate-to-intensive disabilities at all academic grade levels. 100 field hours are required for this course.

**Prerequisite:** SPED 53070 and Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 64309 AUTISM SPECTRUM DISORDERS: THEORY AND DIAGNOSIS 3 Credit Hours**

(Cross-listed with SPA 64309) (Slashed with SPED 44309 and SPA 74309) Provides an overview of Autism Spectrum Disorders (ASD). Examines the history, characteristics, and prevalence of ASD. Assessment and intervention models are explored as they relate to various theoretical models for understanding ASD.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 64310 AUTISM SPECTRUM DISORDERS: LIFESPAN INTERVENTIONS 3 Credit Hours**

(Cross-listed with SPA 64310) (Slashed with SPA 74310) Provides students with a review of the significant aspects related to educational, social, vocational transitions for children, adolescents, and young adults with Autism Spectrum Disorders (ASD). Students learn skills necessary to evaluate and develop programs designed to meet the changing and long term needs of individuals with ASD.

**Prerequisite:** Graduate study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 64892 ADVANCED PRACTICUM 3,4 Credit Hours**

(Repeatable for credit) The purpose of this advanced practicum is to integrate the knowledge and skills acquired through prior curricula to a field-based setting assisting individuals with disabilities. Settings may include, but are not limited to, general education and special education classrooms as well as therapeutic, residential and vocational programs.

**Prerequisite:** Graduate standing and special approval.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 9-12 other

**Grade Mode:** Standard Letter-S/U-IP

**SPED 64951 DEVELOPING IFSPS AND IEPs FOR YOUNG CHILDREN 3 Credit Hours**

This course is designed to increase students understanding regarding federal and state rules for developing IEPs and IFSPs for young children and their families. Students will learn how to write functional and measurable IEP goals, objectives and IFSP outcomes, and to use assessment information directly for identifying, writing, and monitoring IFSP outcomes and IEP goals. This course will also teach how to form partnerships with families around developing, implementing and evaluating the IFSP and IEP.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 69525 INQUIRY PROFESSIONAL PRACTICE 3 Credit Hours**

This course is to support students during their student teaching experience in the last semester of the program. Planning for instruction and assessment, instructing and engaging students in various special education settings, and assessing learning outcomes are the focus of this course. The course also includes information specific to the professional responsibilities in their placements.

**Prerequisite:** Graduate standing.

**Corequisite:** SPED 63992.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 70093 VARIABLE TITLE WORKSHOP IN SPECIAL EDUCATION 1-5 Credit Hours**

(Repeatable for credit) Topics of special interest to students desiring to intensify their knowledge in particular areas. Presenters include Kent State University and other institution faculty. Offered irregularly.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Workshop

**Contact Hours:** 1-5 other

**Grade Mode:** Satisfactory/Unsatisfactory

**SPED 70094 COLLEGE TEACHING 3 Credit Hours**

(Repeatable for credit) Discusses major aspects of teaching in higher education, including such topics as students' philosophy of teaching, principles of adult learning, instructional strategies, students' assessment.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73030 PHARMACOLOGICAL INTERVENTIONS IN SPECIAL EDUCATION 3 Credit Hours**

Introduce mechanisms by which drugs act; identify benefits/side effects; implications for delivery/intervention; monitoring in classroom. Classes of drugs examined; issues examined; delineation of responsibilities and prohibitions.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73204 LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 63204) This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. The course will provide comprehensive overviews of The Individuals with Disabilities Education Act, The Every Student Succeeds Act, The Americans with Disabilities Act, The Vocational Rehabilitation Act, relevant sections of The Social Security Act. In addition, students will gain an awareness of miscellaneous other pieces of legislation and examples of case law pertaining to the education of students with disabilities.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73533 GIFTED SUBPOPULATIONS 3 Credit Hours**

The characteristics and needs of intellectually gifted individuals who often are not high academic achievers are studied with consideration of the implications for school practices.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73950 CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES 3 Credit Hours**

Overview and comparison of early childhood service approaches, including history and issues in delivering services, developmentally appropriate practice, environmental arrangement and how to modify curriculum.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73956 FOUNDATIONS IN EARLY CHILDHOOD SERVICES 3 Credit Hours**

(Cross-listed with ECED 60156 and SPED 63956) Overview of issues facing young children within context of family/society including: history, early childhood services, theoretical perspectives, implications of childhood disabilities, and recommended assessment intervention and evaluation.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73957 ASSESSMENT AND EVALUATION OF EARLY CHILDHOOD SERVICES 3 Credit Hours**

(Slashed with SPED 73957) Examines a range of systems for comparing and observing early childhood services, practices, young children and families: types and purposes of assessment procedures and instruments monitoring progress.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 73991 SEMINAR IN SPECIAL EDUCATION 1,3 Credit Hour**

(Repeatable for credit) Various topics include: behavior modification, research problems in special education, theories in special education, social processes in special education.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Seminar

**Contact Hours:** 1-3 other

**Grade Mode:** Standard Letter

**SPED 73995 SPECIAL TOPICS IN SPED 1-3 Credit Hours**

(Repeatable for credit) Specialized offerings in response to emerging or selected program needs.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 1-3 lecture

**Grade Mode:** Standard Letter

**SPED 73996 INDIVIDUAL INVESTIGATION IN SPECIAL EDUCATION**

**1-10 Credit Hours**

(Repeatable for credit)

**Prerequisite:** Doctoral standing and special approval.

**Schedule Type:** Individual Investigation

**Contact Hours:** 1-10 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 74200 CURRICULUM METHODS FOR TRANSITION PLANNING AND COLLABORATION 3 Credit Hours**

(Slashed with SPED 64200) This course focuses upon the development of transition agreements and collaboration between secondary transition specialists and other transition stakeholders (e.g., elementary school regular educators, parents of students with disabilities, adult service programs). Particular emphasis is placed upon infusing vocational, and non-vocational, transition planning in the curricula for individuals with moderate-to-intensive disabilities at all academic grade levels. 100 field hours are required for this course.

**Prerequisite:** SPED 53070 and Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 80001 SPECIAL EDUCATION RESIDENCY 3 Credit Hours**

This course is designed to provide beginning SPED doctoral students skills and knowledge in the following global areas: information literacy and plagiarism, basic APA style writing and building a writing routine. Additionally, the course will prepare students in the following SPED specific areas: effectively synthesizing intervention based empirical research, establishing a line of inquiry in the disability related fields, and developing a CV for disability related positions in Higher Education. Overall, the course will help students to understand life in academia during the doctoral studies in SPED and life after graduation conducting timely SPED research and teaching SPED content (e.g., institutional differences for SPED higher education jobs, tenure, work and life balance, time management, etc). In-progress (IP) mark permissible.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

**SPED 80002 ANALYSIS OF THE LITERATURE IN SPECIAL EDUCATION 3 Credit Hours**

This course is designed to assist doctoral students in the acquisition, organization, and interpretation of information about research in special education. The seminar introduces students to the nature of inquiry and the process of generating questions about a broad array of disability-related research topics. Students will gain knowledge to analyze critically the outcomes of research in special education. In-progress (IP) mark permissible.

**Prerequisite:** SPED 80001 and Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP



**SPED 80003 IMPLEMENTATION SCIENCE IN SPECIAL EDUCATION 3 Credit Hours**

This course is designed to provide students an overview of implementation science, and seminal leadership and systems change literature. The course will describe current state of the science of implementation, and identify strategies that foster the effective transmission and implementation of innovative programs in intervention focused disability studies special education fields. Students analyze and apply the literature at the teacher, family, school building, district, state and federal levels. Students will gain skills and knowledge in implementation drivers that have the potential in reducing the research to practice gap, and increasing the integration of evidence based practices. Strategies for developing and mobilizing stakeholders to support the process of change will be covered.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 80005 EMPIRICAL INVESTIGATIONS IN SPECIAL EDUCATION 3 Credit Hours**

The course is intended to help students solidify their knowledge, skills, and dispositions related to research design, research methods, and scholarly writing by applying and expanding them in the context of special education research. Students will review and analyze quality indicators for special education research, critique select special education research literature, and develop a preliminary research proposal. Satisfactory/unsatisfactory (S/U) graded; In-progress (IP) mark permissible.

**Prerequisite:** SPED 80002 and Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 80040 RESEARCH GRANT DEVELOPMENT FOR DISABILITY PROGRAMS 3 Credit Hours**

Students develop and write research proposals for grant competitions focusing on disability issues. Considerations for types of competitions and funding sources are discussed. Focus of instruction is related to how to describe the importance of the research proposed, research methods identified, budget, administration of grant activities and evaluation of implementation.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter-IP

**SPED 80090 DOCTORAL RESIDENCY SEMINAR 3 Credit Hours**

Provides students with the opportunity to synthesize courses, research and practice by focusing on diverse issues and topics. Ordinarily, SPED 80090 is taken no earlier than the second year of doctoral studies as a culminating course in the doctoral sequence.

**Prerequisite:** Doctoral standing and special approval.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

**SPED 80092 PRACTICUM IN COLLEGE TEACHING 3 Credit Hours**

(Repeatable for credit) This course will provide the student supervised experience in design, delivery, and evaluation of a college course in special education. The student will demonstrate skills learned in the pre-requisite course (SPED 70094) under the supervision of a designated special education faculty member. Satisfactory/unsatisfactory (S/U) graded.

**Prerequisite:** Doctoral standing.

**Pre/corequisite:** SPED 70094.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory

**SPED 80199 DISSERTATION I 15 Credit Hours**

(Repeatable for credit) Doctoral dissertation for which registration in at least two semesters is required, first of which will be semester in which dissertation work is begun and continuing until the completion of 30 hours.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Dissertation

**Contact Hours:** 3 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 80299 DISSERTATION II 15 Credit Hours**

(Repeatable for credit) Continuing registration required of doctoral students who have completed the initial 30 hours of dissertation and continuing until all degree requirements are met.

**Prerequisite:** SPED 80199 and Doctoral standing.

**Schedule Type:** Dissertation

**Contact Hours:** 15 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 83201 CONTEMPORARY ISSUES IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 63201) This course is designed to help doctoral students to develop (a) foundational knowledge for understanding important and controversial issues in special education and related disciplines; (b) skills in critical analysis and synthesis of research; and, (c) skills in effective oral and written communication about historical and contemporary issues in special education.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 83301 SINGLE-SUBJECT RESEARCH METHODS 3 Credit Hours**

(Repeatable for credit) Research designs and techniques associated with behavioral observation and a description of single subject experimental methodology are presented. The study of this methodology includes topics related to applied behavior analysis, assessment, experimental design and data evaluation. In addition, single subject methods are discussed in relations to other research designs. 20 field hours.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

**SPED 83952 THE LAW AND SPECIAL EDUCATION 3 Credit Hours**

Selected principles of constitutional, statutory, case and common law affecting handicapped and special education students, teachers and administrators are studied.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 83991 SEMINAR IN SPECIAL EDUCATION 1-3 Credit Hours**

(Repeatable for credit)

**Prerequisite:** Doctoral standing.

**Schedule Type:** Seminar

**Contact Hours:** 1-3 other

**Grade Mode:** Standard Letter

**SPED 83992 INTERNSHIP IN SPECIAL EDUCATION 2-8 Credit Hours**

(Repeatable for credit) A college-university doctoral-level supervised teaching experience. The candidates participate fully in the course and material development as well as delivery and grading of an undergraduate or masters level course under the direct supervision of a faculty member assigned to teach the class. Candidates are expected to partially participate in the delivery of a third of the course and fully deliver at least a third of the course under the observation and supervision of a faculty member.

**Prerequisite:** Doctoral standing and special approval.

**Schedule Type:** Practicum or Internship

**Contact Hours:** 12-24 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP

**SPED 83998 RESEARCH:SPECIAL EDUCATION 1-10 Credit Hours**

(Repeatable for credit)

**Prerequisite:** Doctoral standing and special approval.

**Schedule Type:** Research

**Contact Hours:** 1-10 other

**Grade Mode:** Satisfactory/Unsatisfactory-IP