

# 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.

**Prerequisite:** None.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Diversity Domestic, TAG Education

## SPED 24000 INCLUSIVE PRACTICES 3 Credit Hours

Overview of current special education issues as they relate to inclusive practices. Students gain an understanding of the challenges faced by exceptional students and analyze the responsibilities of educational professionals in addressing these challenges. Students 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

(Slashed with SPED 50093 and SPED 70093)(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 the understanding and addressing of 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

Course targets a broad array of early childhood professionals that comprise the field of early intervention from practitioners to future leaders in the field. 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 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. Course explores 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:** Minimum 2.750 overall GPA; and sophomore or higher standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## SPED 43010 FAMILY AND PROFESSIONAL COLLABORATION 3 Credit Hours

(Slashed with SPED 53010) This course provides knowledge and strategies for working with family members of exceptional individuals and members of related professions who provide services to them. Use of collaborative, interdisciplinary, and inter-agency models in special education.

**Prerequisite:** Admission to advanced study or the professional phase; and SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

## SPED 43021 ASSESSMENT FOR SPECIAL EDUCATION 3 Credit Hours

(Slashed with SPED 53021) Investigates issues and methods for assessing the academic, behavioral, physiological, mental health, and life skills of individuals with mild, moderate, and 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

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

(Slashed with SPED 53022) 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. In addition, students learn how to administer, score and use assessment results to develop an individualized education program (IEP) for students identified with disabilities.

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

**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:** Admission to advanced study; and SPED 23000.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 2.5 lecture, 1.5 other

**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:** Admission to advanced study; and SPED 43030.

**Schedule Type:** Lecture, Practical Experience

**Contact Hours:** 2 lecture, 3 other

**Grade Mode:** Standard Letter

**SPED 43040 LANGUAGE AND READING IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 53040) 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:** Admission to advanced study; and SPED 23000.

**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.

**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.

**Prerequisite:** SPED 23000.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 43062 CURRICULUM METHODS MILD/MODERATE INTERVENTION 3 Credit Hours**

(Slashed with SPED 53062) Effective methods for teaching students with mild to moderate disabilities. Research-based practices for individualizing the general education curriculum. Emphasis on specially designed instruction, collaboration, and team-based problem solving.

**Prerequisite:** Admission to advanced study; and SPED 24000.

**Corequisite:** SPED 44092.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

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

(Slashed 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.

**Corequisite:** SPED 44192.

**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**

(Slashed with SPED 53080) Examines the 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.

**Prerequisite:** Admission to advanced study or professional phase; and SPED 43050 or SPED 43051.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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) (Slashed with 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**

(Slashed 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. Deaf Education majors must achieve a minimum grade of B (3.000) in SPED 43309 before registering for this course.

**Prerequisite:** Admission to advanced study; and SPED 43309; and ASL 19202; and special education major or ASL english interpreting 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:** Admission to advanced study; and SPED 43313 with a minimum B grade.

**Corequisite:** 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**

(Slashed 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:** Admission to advanced study; and SPED 43310 with a minimum B grade; and CI 47504 or ECED 40126.

**Pre/corequisite:** ASL 29202.

**Corequisite:** 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:** Admission to advanced study; and SPED 43313 with a minimum C grade; and CI 47501 and CI 47502.

**Corequisite:** 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 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. Students will spend a minimum of 50 hours in the educational setting (a classroom/ educational environment) working with at least one student with hearing loss.

**Prerequisite:** Deaf education concentration in the special education major.

**Schedule Type:** Practical Experience

**Contact Hours:** 3.33-10 other

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

**Attributes:** Experiential Learning Requirement

**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 2.750 overall GPA; and sophomore or higher 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 2.750 overall GPA; and sophomore or higher 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 2.750 overall GPA; and sophomore or higher 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:** Minimum 2.750 overall GPA; and sophomore or higher 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:** Minimum 2.750 overall GPA; and sophomore or higher standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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 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**

(Cross-listed with SPA 44020) 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:** Admission to advanced study.

**Corequisite:** SPED 43062.

**Schedule Type:** Practical Experience

**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:** Admission to advanced study.

**Corequisite:** SPED 43063.

**Schedule Type:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory

**Attributes:** Experiential Learning Requirement

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

(Cross-listed with SPA 64309 and SPA 74309) (Slashed with SPED 64309) 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 44492 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. Training must be presented to the campus office of clinical experience or designated faculty/staff at college of applied and technical studies' campuses as prerequisite for student teaching.

**Prerequisite:** Admission to advanced study; and official valid certification of child safety Training, approved Basic Life Support and ALICE.

**Corequisite:** SPED 49525.

**Schedule Type:** Practical Experience

**Contact Hours:** 17-35 other

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

**Attributes:** Experiential Learning Requirement

**SPED 44951 CREATING LEGALLY DEFENSIBLE INDIVIDUAL FAMILY SERVICE PLANS AND INDIVIDUALIZED EDUCATION PROGRAMS (WIC)**  
**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 overall GPA; SPED 43021; and admission to advanced study.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**Attributes:** Writing Intensive Course

**SPED 45089 VARIABLE TOPIC INTERNATIONAL EXPERIENCE IN SPECIAL EDUCATION (ELR)** **1-4 Credit Hours**

(Slashed with SPED 55089 and SPED 75089) A faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** None.

**Schedule Type:** International Experience

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**Attributes:** Experiential Learning Requirement

**SPED 45090 VARIABLE TOPIC STUDY AWAY EXPERIENCE IN SPECIAL EDUCATION (ELR) 1-4 Credit Hours**

(Slashed with SPED 55090 and SPED 75090) A faculty-led study out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** None.

**Schedule Type:** Study Away

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**Attributes:** Experiential Learning Requirement

**SPED 48880 DEAF EDUCATION TEACHING LABORATORY 1-3 Credit Hours**

(Repeatable for credit) The purpose of the "teaching lab" is to provide pre-service teachers with the opportunity to develop their teaching skills prior to student teaching experiences, and to be more effective in their practicum placements. This is accomplished through the planning, teaching, and reflection of mock lessons. Through the "teaching lab" experience, pre-service deaf education teachers will have the opportunity to develop professional-level skills necessary for working with deaf and hard-of-hearing (DHH) students, along with self-reflection and giving and/or receiving feedback. Participating faculty members will observe and assess pre-service teachers as they develop their teaching skills and understanding of what it means to be a professional in the field.

**Prerequisite:** Enrollment in advanced study.

**Schedule Type:** Laboratory

**Contact Hours:** 2-6 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**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 44492.

**Schedule Type:** Seminar

**Contact Hours:** 3 other

**Grade Mode:** Standard Letter

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

(Slashed with SPED 40093 and 70093)(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**

(Slashed with SPED 42030) 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 the understanding and addressing of 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**

(Slashed with SPED 43010) This course provides knowledge and strategies for working with family members of exceptional individuals and members of related professions who provide services to them. Use of collaborative, interdisciplinary, and inter-agency models in special education.

**Prerequisite:** SPED 23000; and graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53021 ASSESSMENT FOR SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 43021) Investigates issues and methods for assessing the academic, behavioral, physiological, mental health, and life skills of individuals with mild, moderate, and 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:** 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) 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. In addition, students 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, Practical Experience

**Contact Hours:** 2.5 lecture, 1.5 other

**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:** Lecture, Practical Experience

**Contact Hours:** 2 lecture, 3 other

**Grade Mode:** Standard Letter

**SPED 53040 LANGUAGE AND READING IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 43040) 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 23000; 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.

**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.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 53062 CURRICULUM METHODS MILD/MODERATE INTERVENTION 3 Credit Hours**

(Slashed with SPED 43062) Effective methods for teaching students with mild to moderate disabilities. Research-based practices for individualizing the general education curriculum. Emphasis on specially designed instruction, collaboration, and team-based problem solving.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

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

(Slashed 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 the 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.

**Prerequisite:** SPED 53050 or SPED 53051; and graduate standing.

**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 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 graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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**

(Cross-listed with ASL 49309) (Slashed with 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. 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 B grade; and graduate standing.

**Corequisite:** 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 B grade; and CI 67310 or CI 57504; and graduate standing.

**Pre/corequisite:** ASL 29202 and 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 B grade; and CI 57501 and CI 57502; and graduate standing.

**Corequisite:** SPED 53392.

**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 55089 VARIABLE TOPIC INTERNATIONAL EXPERIENCE IN  
SPECIAL EDUCATION 1-4 Credit Hours**

(Slashed with SPED 45089 and SPED 75089) A faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** Graduate standing.

**Schedule Type:** International Experience

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**SPED 55090 VARIABLE TOPIC STUDY AWAY EXPERIENCE IN SPECIAL  
EDUCATION 1-4 Credit Hours**

(Slashed with SPED 45090 and SPED 75090) A faculty-led study out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** Graduate standing.

**Schedule Type:** Study Away

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**SPED 58880 DEAF EDUCATION TEACHING LABORATORY 1-3 Credit  
Hours**

(Repeatable for credit) (Slashed with SPED 48880) The purpose of the "teaching lab" is to provide pre-service teachers with the opportunity to develop their teaching skills prior to student teaching experiences, and to be more effective in their practicum placements. This is accomplished through the planning, teaching, and reflection of mock lessons. Through the "teaching lab" experience, pre-service deaf education teachers will have the opportunity to develop professional-level skills necessary for working with deaf and hard-of-hearing (DHH) students, along with self-reflection and giving and/or receiving feedback. Participating faculty members will observe and assess pre-service teachers as they develop their teaching skills and understanding of what it means to be a professional in the field.

**Prerequisite:** Graduate standing.

**Schedule Type:** Laboratory

**Contact Hours:** 2-6 lab

**Grade Mode:** Satisfactory/Unsatisfactory

**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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**SPED 63034 PRINCIPLES AND CONCEPTS IN APPLIED BEHAVIOR ANALYSIS 3 Credit Hours**

This course focuses on the advanced conceptual, philosophical, and theoretical underpinnings of applied behavior analysis and the research literature from which they were derived. This course is designed for those who will pursue certification through the Behavior Analyst Certification Board, and as such, delves deep into the technical aspects of the science of applied behavior analysis. Students will become fluent in such areas as the theories of behavior, principles of operant and respondent conditioning, stimulus class, automatic and socially mediated contingencies, motivating operations, and stimulus control, as well as be able to identify and describe examples of how they are used. **Prerequisite:** Admission to Behavior Intervention Specialist Certificate; 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:** Practical Experience

**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 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**

(Slashed with SPED 73300) 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:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

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

(Repeatable for credit) This course focuses on design and implementation of high-quality, experimental single subject research studies for the purpose of evaluating the effectiveness of an intervention with a particular individual. Masters students learn about the quality indicators for single subject research methods and how to use them to design a study that is internally valid. Doctoral students learn how to use those quality indicators to design, complete, and submit for publication their own research; and how to use them to evaluate single subject research for critical review. Students also learn how to graph outcome data using traditional visual analysis.

**Prerequisite:** Graduate standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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 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. Students will spend a minimum of 50 hours in the educational setting (a classroom/ educational environment) working with at least one student with hearing loss.

**Prerequisite:** Graduate standing.

**Schedule Type:** Practical Experience

**Contact Hours:** 3.3-10 other

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

**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:** Practical Experience

**Contact Hours:** 9 other

**Grade Mode:** Satisfactory/Unsatisfactory

**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**

(Slashed with SPED 73950) Knowledge about early childhood intervention (ECI) curriculum and intervention. Students will first learn about what evidence-based practice is, and the curriculum models for home-based and center-based settings. Students will then learn about the ECI multi-tiered systems of support framework, and the different characteristics and intervention strategies across tiers. At the end of the course, students will be ready to support the diverse needs of young children using the multi-tiered system of support in early childhood settings.

**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 to 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) (Slashed with 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. Training must be presented to the campus office of clinical experience or designated faculty/staff at college of applied and technical studies' campuses as prerequisite for student teaching; and graduate standing; and special approval.

**Prerequisite:** Official valid certification of Child Safety Training, approved Basic Life Support and ALICE.

**Corequisite:** SPED 69525.

**Schedule Type:** Practical Experience

**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 and SPA 74309) (Slashed with SPED 44309)

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 and 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 standing.**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:** Practical Experience**Contact Hours:** 9-12 other**Grade Mode:** Satisfactory/Unsatisfactory-IP**SPED 64951 DEVELOPING AN INDIVIDUALIZED FAMILY SERVICE PLAN AND INDIVIDUALIZED EDUCATION PROGRAM 3 Credit Hours**

Designed to increase students understanding regarding federal and state rules for developing IEPs for P-12 students 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**

(Slashed with SPED 40093 and SPED 50093)(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 73300 RESEARCH APPLICATIONS IN SPECIAL EDUCATION 3 Credit Hours**

(Slashed with SPED 63300) 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:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter-IP

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

(Slashed with SPED 63950) Knowledge about early childhood intervention (ECI) curriculum and intervention. Students will first learn about what evidence-based practice is, and the curriculum models for home-based and center-based settings. Students will then learn about the ECI multi-tiered systems of support framework, and the different characteristics and intervention strategies across tiers. At the end of the course, students will be ready to support the diverse needs of young children using the multi-tiered system of support in early childhood settings.

**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) (Slashed with 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 75089 VARIABLE TOPIC INTERNATIONAL EXPERIENCE IN SPECIAL EDUCATION 1-4 Credit Hours**

(Slashed with SPED 45089 and SPED 55089) A faculty-led study abroad experience that integrates traditional classroom learning with experiential activities and site visits outside the United States. International experience courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** Doctoral standing.

**Schedule Type:** International Experience

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**SPED 75090 VARIABLE TOPIC STUDY AWAY EXPERIENCE IN SPECIAL EDUCATION 1-4 Credit Hours**

(Slashed with SPED 45090 and SPED 55090) A faculty-led study out-of-classroom experience that integrates traditional classroom learning with experiential activities and site visits within the United States. Study away courses may have pre- and post-travel classroom study. Course activities may include, but are not limited to, classroom study, research, field work, internships and service learning.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Study Away

**Contact Hours:** 1-4 other

**Grade Mode:** Standard Letter-IP

**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).

**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.

**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.

**Prerequisite:** SPED 80002; and doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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 80091 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 80091 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.

**Prerequisite:** Doctoral standing.

**Pre/corequisite:** SPED 70094.

**Schedule Type:** Practical Experience

**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) (Slashed with SPED 63301) This course focuses on design and implementation of high-quality, experimental single subject research studies for the purpose of evaluating the effectiveness of an intervention with a particular individual. Masters students learn about the quality indicators for single subject research methods and how to use them to design a study that is internally valid. Doctoral students learn how to use those quality indicators to design, complete, and submit for publication their own research; and how to use them to evaluate single subject research for critical review. Students also learn how to graph outcome data using traditional visual analysis.

**Prerequisite:** Doctoral standing.

**Schedule Type:** Lecture

**Contact Hours:** 3 lecture

**Grade Mode:** Standard Letter

**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:** Practical Experience

**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