

Department of Special Education

Special Education Graduate Programs

The Department of Special Education offers campus-based and online graduate programs for students interested in teaching, research, and professional service related to infants, toddlers, children, adolescents, and adults with low and high incidence disabilities and their families. Since the 1970s, the department's master's and doctoral programs have received national and international recognition. The faculty is known for its leadership to the field, and commitment to high-quality, inclusive learning and development opportunities for children and youth low and high incidence disabilities, innovative field-based research, and preparation of highly effective educators, researchers, faculty preparing educators, and policy specialists. The annual U.S. News and World Report's graduate program survey consistently ranks KU at the top when compared to more than 200 graduate programs in this field. As one of the most comprehensive special educator preparation programs in the country, the department attracts students from many states and countries.

Programs Offered

Students may pursue a Master of Science in Education (M.S.E.) in one of 5 areas:

Autism Spectrum Disorder (online) (<https://catalog.ku.edu/education/special-education/mse/#requirementstext>)

Early Childhood Unified (birth through kindergarten) (campus-Lawrence and Edwards) (<https://catalog.ku.edu/education/special-education/mse/#requirementstext>)

High-Incidence Disabilities (online) (<https://catalog.ku.edu/education/special-education/mse/#requirementstext>)

Low-incidence Disabilities (campus) (<https://catalog.ku.edu/education/special-education/mse/#requirementstext>)

Secondary Transition Education and Services (online) (<https://catalog.ku.edu/education/special-education/mse/#requirementstext>)

Students may pursue a graduate certificate(s) in the following areas:

Autism Spectrum Disorder (online) (<https://catalog.ku.edu/education/special-education/autism-spectrum-disorders-gradcert/>)

Graduate Certificate in Early Childhood Unified (birth-k) (campus-Lawrence and Edwards) (<https://catalog.ku.edu/education/special-education/licensure-endorsement-early-childhood-gradcert/>)

Graduate Certificate in High Incidence Disabilities (online) (<https://catalog.ku.edu/education/special-education/high-incidence-disabilities-endorsement-gradcert/>)

Graduate Certificate in Low Incidence Disabilities (campus) (<https://catalog.ku.edu/education/special-education/low-incidence-disabilities-endorsement-gradcert/>)

Graduate Certificate in Transition (online) (<https://catalog.ku.edu/education/special-education/transition-gradcert/>)

Leadership in Special and Inclusive Education (online) (<https://catalog.ku.edu/education/special-education/leadership-in-special-and-inclusive-education-gradcert/>)

Interdisciplinary Early Intervention (campus-Lawrence and Edwards) (<https://catalog.ku.edu/education/special-education/interdisciplinary-early-intervention-gradcert/>)

Kansas Teacher Licensure and Endorsement Opportunities approved by KSDE

To obtain initial teaching License in KS: Kansas endorsement add on to license for Special Education**

Early Childhood Unified MSE (birth through kindergarten) (campus-Lawrence and Edwards) (<https://catalog.ku.edu/education/special-education/mse/>)

Graduate Certificate in High Incidence Disabilities (online) (<https://catalog.ku.edu/education/special-education/high-incidence-disabilities-endorsement-gradcert/>)

OR

Graduate Certificate in Low-incidence Disabilities (campus) (<https://catalog.ku.edu/education/special-education/low-incidence-disabilities-endorsement-gradcert/>)

Graduate Certificate in Early Childhood Unified (birth-K) (campus-Lawrence and Edwards) (<https://catalog.ku.edu/education/special-education/licensure-endorsement-early-childhood-gradcert/>)

** You must hold an initial or professional teaching license to be eligible for the programs that lead to a special education endorsement.

In Kansas, to add an endorsement in high or low incidence disability, one must first obtain an initial teaching license.

Students seeking to obtain a license or certification in a state other than Kansas or a US territory after completion of your program should refer to our Licensure Disclosures page - <https://soehs.ku.edu/current-students/licensure/disclosures> (<https://soehs.ku.edu/current-students/licensure/disclosures/>).

Ph.D. Program

The campus-based doctoral program in special education is devoted to preparing civically-committed scholars who, through rigorous and relevant research and transformational interventions, address significant educational and social problems in ways that advance education, social policy, research, care giving and public service to enhance the quality of life of persons of all ages with (dis)abilities and their families. Program students and graduates rely on interdisciplinary theoretical knowledge and the full range of methodological approaches to engage, influence, and transform educational and social institutions and their practices to promote learning, equal opportunity, full participation, independent living, and economic self-sufficiency.

For degree- and certificate-seeking students, maintaining a minimum cumulative grade point average (GPA) of 3.0 or higher is required. A minimum cumulative grade point average (GPA) of 3.0 or higher is required to remain in good academic standing and in order to graduate.

Courses

SPED 261. Families and Professional Partnerships. 3 Credits.

This course provides information on issues and practices related to working together in partnership with families of young children including

those who have a young child with special needs. Emphasis will be placed on taking a family systems prospective and a family-centered approach to family support. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided. Relevant current scientifically based evidence will be reviewed and discussed pertaining to these topics.

SPED 326. Teaching Exceptional Children and Youth in General Education. 3 Credits. SWT

This course is designed for general education teacher trainees. It will provide them information about students with disabilities that they will have in their classrooms and the law governing special education and its implications for them as general educators. The course will address Individualized Educational Plans that are developed for students with disabilities and how general educators contribute to these plans. Students will learn about planning instruction that is differentiated to meet various learner needs, universal design principles and instructional tools, providing meaningful access to general education classrooms and curriculum for students with disabilities and designing and delivering appropriate accommodations and modifications to assist student learning. Prerequisite: Admission to the Teacher Education Program.

SPED 327. Instructional Practices for Students with Disabilities. 3 Credits.

This course focuses on effective, efficient strategies for delivering inclusive educational opportunities for students with significant support needs. Educator candidates will learn to structure, manage, teach and support social and emotional well-being for students with significant support needs. In this course, students will learn about systematic assessment and instructional procedures designed to meet students' academic, behavioral, and social-emotional needs. Prerequisite: SPED 326.

SPED 328. Using Technology to Plan and Design Instruction for All Students. 3 Credits.

This course addresses the use of technology to explore complex real world problems that impact an inclusive society. The course introduces and provides indepth information of education frameworks including Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), and Positive Behavior Interventions and Supports (PBIS). Students will engage in applying UDL and other support frameworks in content-based learning environments. These experiences will integrate "problem-based learning" (PBL) to understand disciplinary knowledge, solve problems, and develop skills in instruction with technology solutions being an integral component.

SPED 362. Introduction to Early Education and Early Childhood Special Education. 3 Credits. SWT

This course is designed to provide an overview of the field of early education including early childhood education and early childhood special education. The historical, philosophical, research- base, policy and legal foundations for the field are discussed to provide the students with the knowledge to become an advocate for early learning opportunities (birth through grade 3) for all children and their families.

SPED 401. Professional Learning Seminar I. 1 Credits.

The purpose of the professional learning seminars is to collaboratively engage KU students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that our KU students face in the schools. We will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the ethical conduct of professional teachers who make decisions each day that affect the lives of children and their families.

SPED 402. Professional Learning Seminar II. 1 Credits.

The purpose of the professional learning seminars is to collaboratively engage KU students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that our KU students face in the schools. We will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the ethical conduct of professional teachers who make decisions each day that affect the lives of children and their families.

SPED 403. Professional Learning Seminar III. 1 Credits.

The purpose of the professional learning seminars is to collaboratively engage KU students, KU faculty, and school professionals in a continuous seminar that focuses on important issues that our KU students face in the schools. We will critically examine instructional practices, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the ethical conduct of professional teachers who make decisions each day that affect the lives of children and their families.

SPED 439. Student Teaching: Unified Early Childhood. 6-9 Credits. AE61 CAP

A supervised student teaching experience leading to initial teaching licensure in Kansas Unified Early Childhood (birth through grade 3). The student assumes the professional role as a teacher in an approved inclusive early childhood infant/toddler or preschool. Prerequisite: Admission to the Unified Early Childhood program. Approved application of intent to student teach.

SPED 440. Evid Based Prac in English/Lang Arts Literacy for Students Struggling or w/ IEPs: Beg Read & Writing. 2 Credits.

This course focuses on the development of foundational skills for planning, implementing, and assessing reading and literacy development for students with disabilities served in general education settings. Learning will focus on skills and dispositions to effectively plan with educational practitioners (general education, related services, paraprofessionals), to design curricular and instructional strategies to support and deliver high quality reading and literacy instruction to students with disabilities. The course will focus on how, as a teacher, one participates in tiered support systems and facilitates/provides appropriately focused and intensive literacy instruction. Prerequisite: SPED 326, SPED 327, SPED 328.

SPED 441. Evidence Based Practices in Reading and Literacy for Students w/IEPs:Vocabulary&Comprehension Devel. 2 Credits.

This course focuses on the development of foundational skills for planning, implementing, and assessing reading and literacy development for students with disabilities served in general education settings with a focus on the "reading to learn" skills of vocabulary development, and comprehension in various content domains and texts. Learning will focus on skills and dispositions to effectively plan with educational practitioners (general education, related services, paraprofessionals), to design curricular and instructional strategies to support and deliver high quality reading and literacy instruction to students with disabilities. Prerequisite: SPED 326, SPED 327, SPED 328, SPED 440.

SPED 442. Evidence Based Practices in Mathematics, Science, and Social Studies for Students with IEPs. 2 Credits.

This course focuses on the development of foundational skills for planning, implementing, and assessing math, science, and social studies knowledge and skills for students with IEPs. The course will emphasize many of the "behind-the-scenes" strategies and activities that must be completed regularly and frequently with teaching colleagues to make progress in these three content areas possible for all elementary students. Prerequisite: SPED 326, SPED 327, SPED 328.

SPED 443. Evidence-based Strategies and Practices for Creating Positive, Productive Classrooms. 3 Credits.

This course focuses on effective, efficient strategies for setting up and monitoring classroom management practices for ALL students. In this course, students will learn about tiered systems of supports designed to meet students' academic, behavioral, and social-emotional needs. They will learn about the importance of designing positive behavioral interventions and supports based on the values and cultures of the community, with strong involvement from diverse families and community members. Prerequisite: SPED 326, SPED 327, SPED 328.

SPED 444. Classroom Assessment and Beyond. Practices for Students with IEPs. 3 Credits.

This course focuses on the development of foundational skills for classroom assessment. It includes developing planning for student learning, assessing student progress, communicating with students and families to track learning over time, and planning with colleagues to address learning needs and challenges that may emerge from progress monitoring.

SPED 446. Professional Learning Seminar UEC. 1 Credits.

The primary purpose of the professional learning seminars is to collaboratively engage KU students, KU faculty, and early childhood professionals in a continuous seminar that focuses on important issues that our KU students face in the ECE (birth - grade 3) programs. We will critically examine instructional practices that support all young learners belonging and success, learning in real-world contexts, and analyze teaching and learning from multiple perspectives including the philosophical and psychological. The professional learning seminars are designed around key features of effective professional learning communities and sustained professional development for early childhood educators. Features include supportive, collaborative learning, shared personal and professional practice, and collective inquiry of teaching and learning. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Admission to the Teacher Education Program is required.

SPED 450. Dis/ability in an American Context. 3 Credits.

This course is designed to introduce undergraduate students of any major to important theoretical and practical concepts regarding special education, disability, and diversity. Successful completion of this course fulfills one requirement for the School of Education minor in Education.

SPED 494. Internship-Specialized Instr in Gen Ed Elem Classrooms&Support Settings for Students w/Disabilities. 6 Credits.

A supervised field experience leading to initial teaching licensure in Elementary Education Unified (K-6). The teacher candidate assumes the total professional role as a teacher serving students with high incidence disabilities and low incidence disabilities in inclusive elementary classrooms and in support settings. Prerequisite: Admission to EEU program, completion of EEU program courses with B or better/enrollment in final semester of program, approved application of intent to complete internship.

SPED 495. Developing the ECU Teaching Portfolio. 3 Credits.

This course meets in conjunction with student teaching and includes assigned readings, participation, and writing. The seminar provides opportunities for candidates to discuss their transition from their role as an aspiring early educator to a career in early childhood education within birth to grade 3 community and public-school settings serving young children and their families. Candidates will engage instructional planning, implementation, and outcome assessment including reflection on their own successes and challenges as they move to becoming a qualified reflective early childhood educator. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Admission to the Teacher Education Program is required.

SPED 497. Independent Study. 1-2 Credits.

Only one enrollment permitted each semester, a maximum of four hours will apply toward a bachelor's degree. Prerequisite: Recommendation of advisor and consent of instructor.

SPED 501. American Sign Language I (ASL I). 3 Credits. F1

This course will cover the development of American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction.

SPED 502. American Sign Language II (ASL II). 3 Credits. F2

This is the second level course in American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction. Prerequisite: SPED 501.

SPED 503. American Sign Language III (ASL III). 3 Credits. F3

This is the third level course in American Sign Language. The primary objective of the American Sign Language III "Signing Naturally" Level 2 curriculum is for students to continue using the two basic language skills: visual listening and signing. Prerequisite: SPED 502.

SPED 504. American Sign Language IV (ASL IV). 3 Credits. F4

This is the fourth level course in American Sign Language. The primary objective of the American Sign Language IV "Signing Naturally" Level 3 curriculum is for students to continue using the two basic language skills -- visual listening and signing. Prerequisite: SPED 503.

SPED 506. Advanced Practices for Children with Disabilities in the Elementary General Education Classroom. 3 Credits.

This course is designed to enable novice teachers to master and apply the instructional and communicative skills that will facilitate appropriate and productive inclusion of children and youth with exceptionalities within general education classrooms and other school settings. Specific research-based strategies in curriculum content acquisition (content enhancements, learning strategies, classwide-peer tutoring), and specific research-based strategies in behavior management will be learned and applied to real teaching experiences. Novice teachers will learn about collaborative structures found in schools to support student learning in general education settings (co-teaching, collaborative consultation, teacher/student support teams) and roles and responsibilities of teachers within these structures. Prerequisite: Admission to the Teacher Education Program.

SPED 507. Advanced Practices for Children with Disabilities Middle/Secondary General Education Classroom. 3 Credits.

This course is designed to provide novice teachers with the instructional, communicative skills, and design skills necessary to facilitate appropriate and productive inclusion of adolescent-age students with disabilities and other diverse learning needs. Specific research-based strategies in curriculum content acquisition and in behavior management will be learned and applied. Furthermore, teachers will learn how to apply design-based skills to develop appropriate accommodations or modifications to curriculum, instruction, and outcomes as directed by an IEP. Teachers will learn about collaborative structures found in schools to support student learning in general education settings and the roles and responsibilities of teachers within these structures. Students will be introduced to key concepts in transition planning and self-determination for students with disabilities as they prepare to enter the adult world. An outcome of this class will result in students being able to understand and use evidence-based strategies, Universal Design for Learning, and design appropriate measures of progress for ALL learners in both brick and mortar as well as digital settings. Prerequisite: Admission to the Teacher Education Program.

SPED 635. Introduction to Teaching Learners with Low-Incidence Disabilities in Inclusive Settings. 3 Credits.

This course examines current principles and inclusive practices for learners with significant disabilities. The course will focus on the extant research base concerning inclusive practices, characteristics of learners with low-incidence disabilities, and instructional strategies. Prerequisite: SPED 326 or equivalent.

SPED 641. Methods & Assessment: Literacy Interventions Struggling Learners & Students High-Incidence Disabilities. 3 Credits.

This course will provide in depth learning experiences targeting literacy; both reading and writing. Students will learn about assessment tools and assessment systems used in tiered support frameworks to determine the required intensity of literacy support and instruction needed by children/adolescents with adaptive special education needs, and will learn about evidence-based instructional approaches and curriculum developed for students with disabilities and struggling students in general. The course is intended for persons working toward the Kansas teaching license in teaching students needing an adapted curriculum. Prerequisite: SPED 730, admittance into the Adaptive program in the Department of Special Education, or permission of the instructor.

SPED 642. Assessment and Methods of Teaching Students with Low-Incidence Disabilities in Inclusive Settings. 3 Credits.

This course prepares teacher candidates to assess students with disabilities using formal and informal measures, to use assessment information to develop a strengths-based inclusive Individual Education Program (IEP), to design instruction related to IEP goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. Prerequisite: SPED 326.

SPED 650. Constructing Early Childhood Curriculum. 3 Credits.

Students in this course will learn to design, implement and evaluate developmentally appropriate curricula and programs for children from birth through kindergarten. Issues of curriculum design and assessment are introduced as interrelated processes that include structuring learning environments and experiences that are responsive to children's interests and abilities. Students analyze and evaluate curriculum that focuses on the five developmental domains a) social emotional development; b) cognitive development; c) language and communication development; d) adaptive behavior development; and e) gross and fine motor development and in addition the content domains of literacy, science, math, and fine art. Strategies for developing learning opportunities that are appropriate for young children, including children with special needs and children from diverse cultural, ethnic and linguistic backgrounds, will be explored. Prerequisite: Admission to School of Education UEC program.

SPED 661. Supporting Children with Significant Learning and Behavioral Challenges. 3 Credits.

Students in this course will gain knowledge of the causes, and intervention and support approaches for young children with multiple and significant disabilities including neurological impairments, physical disabilities, sensory impairments, significant developmental disabilities and challenging behavior. Emphasis is placed on environmental adaptations and direct instructional techniques to maximize independence as determined through systematic ecological inventories tailored to the individual child's strengths and needs. Information is also provided on assistive technology designed to provide appropriate supports. Functional behavioral assessment procedures, proactive intervention strategies, and developing collaborative support plans will be studied. Prerequisite: Admission to the Teacher Education Program.

SPED 663. Assessment Strategies in Early Education. 3 Credits.

Examines the practice of gathering information for the purpose of making individual referral and instructional decisions for infants, toddlers, and

young children with and without special needs. Discusses effective informal assessment techniques and emphasizes an ecological approach to gathering information. Introduces standardized assessment and screening instruments and provides an overview of the purposes and limitations of such tests. Prerequisite: Admission to the Teacher Education Program.

SPED 664. Inclusive Strategies and Intervention for Infants and Toddlers. 3 Credits.

Emphasizes curriculum development and early intervention provision for infants and toddlers through the planning of appropriate learning experiences, the design of learning environments, developing Individual Family Service Plans (IFSP), promoting collaboration among families and the use of various methods of enhancing the child's development across the five (social-emotional, adaptive, cognitive, physical/movement, communication) development domains. The role of the educator/early interventionist in relation to the family and the child is examined. Curriculum resources and intervention strategies for infants and toddlers with special needs are reviewed with emphasis on interdisciplinary planning and implementation. Prerequisite: Admission to the Teacher Education Program.

SPED 665. Inclusive Strategies and Intervention for Preschoolers. 3 Credits.

Provides the opportunity for students to develop and evaluate inclusive environments for young children. This course emphasizes meeting the needs of all young children through an integrated approach to planning, implementing and assessing instruction in all areas; linking assessment information to individualized instruction; developing Individual Educational Plans (IEPs) and promoting collaboration among families, schools and communities. Service delivery systems and transitions between early childhood programs are reviewed in relation to curriculum. Curriculum development for early childhood content areas (literacy and language, numeracy, science, social studies, physical education and the arts) and domains (language, social/emotional, physical, and cognitive) will be explored. Prerequisite: Admission to the Teacher Education Program.

SPED 667. Field Experience in Preschool. 1 Credit.

This supervised field experience is intended to allow the pre-service teacher to apply the knowledge gained in SPED 665 Inclusive Strategies and Intervention for Preschoolers, by working with infants and toddlers in early intervention settings/programs. To be taken concurrently SPED 665. Prerequisite: Admission to the Teacher Education Program.

SPED 672. Field Experiences with Exceptional Children and Youth: _____. 1-3 Credits.

A course designed to provide experiences for students to participate with exceptional children in public schools and/or residential facilities and with professional personnel associated with the lives of exceptional students including special education teachers, child care workers, therapists, etc. Students will have opportunities to participate as aides, tutors, and instructors with individual and small groups of exceptional youth in one or more placements. Through weekly meetings with the instructor students are guided to relate their experiences to the needs and services for exceptional children and youth. Prerequisite: SPED 635.

SPED 675. Practicum with Children and Youth with Disabilities: _____. 1-10 Credits.

Intensive diverse and direct teaching experiences with children and youth with disabilities in educational settings. The course is differentiated from SPED 775 through the amount of scaffolding undergraduate students will receive when demonstrating skill application (e.g., undergraduates report and receive feedback on practicum experiences on a more frequent basis, reduced data collection requirements, more emphasis on cooperating teacher providing guidance, etc.). This practicum is a requirement

for provisional endorsement according to KSDE. Students who have completed SPED 675 cannot enroll in SPED 775 within in same curricular area. Prerequisite: SPED 326.

SPED 701. American Sign Language I (ASL I). 3 Credits.

This course will cover the development of American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction.

SPED 702. American Sign Language II (ASL II). 3 Credits.

This is the second level course American Sign Language and its application within the Deaf Community. It is based on the functional-notational approach to learning sign language. This approach organizes language around communicative purposes of everyday interaction. Prerequisite: SPED 701.

SPED 703. American Sign Language III (ASL III). 3 Credits.

This is the third level course in American Sign Language. The primary objective of the American Sign Language III "Signing Naturally" Level 2 curriculum is for students to continue using the two basic language skills: visual listening and signing. Prerequisite: SPED 702.

SPED 704. American Sign Language IV (ASL IV). 3 Credits.

This is the fourth level course in American Sign Language. The primary objective of the American Sign Language IV "Signing Naturally" Level 3 curriculum is for students to continue using the two basic language skills -- visual listening and signing. Prerequisite: SPED 703.

SPED 723. Positive Behavior Interventions and Supports for Students with Low-Incidence Disabilities. 3 Credits.

This course is designed to teach students how to apply behavioral principles in educational settings to support students with low incidence disabilities and complex communication needs in inclusive environments. Specifically, the course emphasizes (a) definition of behavior from a behavioral perspective, (b) measurement strategies including observation, time sampling, and frequency counts, (c) preventative and responsive strategies to address challenging behaviors, including reinforcement, (d) function-based assessment and intervention planning, (e) incorporating behavioral strategies into ongoing instruction, and (f) collaborating with families and other professionals to support prosocial behaviors and address challenging behaviors.

SPED 725. Introduction to the Psychology and Education of Children and Youth with Disabilities. 3 Credits.

This course provides an overview of current practices in the identification, placement, and education of students with disabilities. This course emphasizes on patterns of social, cognitive, language, and physical development. Social, political, and economic advocacy issues are also addressed. Prerequisite: One course in Child Development.

SPED 730. Characteristics, Methods & Assessment: Intro Struggling Learners & Students High-Incidence Disabilities. 3 Credits.

The course is designed as an introduction to the characteristics, assessment and identification process, and initial instructional and behavioral interventions needed in meeting the needs of students with high-incidence disabilities under the Kansas Adaptive Teacher Education Standards. The needs for specialized services to meet specific learning and/or behavioral needs will be presented. Frameworks for instruction and conceptualizing best practice will be introduced including the principles of Universal Design for Learning and the Multi-Tier System of Support. The role of the educator in identifying, understanding and implementing evidence-based practices is also examined. Curriculum resources and intervention strategies for students with high-incidence disabilities will be introduced with emphasis on tiered planning and implementation. The course is intended for persons working toward the Kansas teaching

endorsement in the Special Education Adaptive Area. Prerequisite: Admittance into the Adaptive endorsement teacher education program in the Department of Special Education or permission of the instructor.

SPED 731. Supporting Children with Significant Learning and Behavioral Concerns. 3 Credits.

Students in this course will gain knowledge of the causes, and intervention and support approaches for young children birth through 5 years with significant support needs. These include young learners with multiple and significant disabilities including neurological impairments, physical disabilities, sensory impairments including dual sensory impairments, complex health care needs, significant developmental disabilities and challenging behavior. Emphasis is placed on environmental adaptations and direct instructional techniques to maximize independence as determined through systematic ecological inventories tailored to the individual child's strengths and needs. Information is also provided on assistive technology designed to provide appropriate supports. Functional behavioral assessment procedures, proactive intervention strategies, and developing collaborative support plans will be studied. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor. SPED 752 or its equivalent, SPED 734 or its equivalent, and SPED 755 or its equivalent.

SPED 732. Preparation for Teaching Students with Low Incidence Disabilities. 6 Credits.

The purpose of this course is to prepare the limited residency license (LRL) eligible teacher with an overview of essential content to be successful as a special education teacher for students with low-incidence disabilities on Day 1 of their teaching position. In this online course, students will receive an overview of core content, working with students with disabilities and preparation for essential job duties that will be covered in more depth during the rest of the program.

SPED 734. Inclusive Strategies and Intervention for Infants and Toddlers: _____. 3 Credits.

Emphasizes curriculum development and early intervention provision for infants and toddlers through the planning of appropriate learning experiences, the design of learning environments, developing Individual Family Service Plans (IFSP), promoting collaboration among families and the use of various methods of enhancing the child's development across the five (social-emotional, adaptive, cognitive, physical, communication) developmental domains. The role of the educator/early interventionist in relation to the family and the child is examined. Curriculum resources and intervention strategies for infants and toddlers with special needs are reviewed with emphasis on interdisciplinary planning and implementation. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor.

SPED 735. Introduction to Teaching Learners with Low-Incidence Disabilities in Inclusive Settings. 3 Credits.

This course examines current principles and inclusive practices for learners with significant disabilities. The course will focus on the extant research base concerning inclusive practices, characteristics of learners with low-incidence disabilities, and instructional strategies. Prerequisite: SPED 326 or equivalent.

SPED 736. Foundations of Early Intervention. 3 Credits.

This course explores evidence-based principles and practices of providing early intervention services, including requirements of IDEA Part C, mission and key principles of early intervention and recommended practices and standards. Students will engage in guided field observations

of assessment, intervention and collaborative practices, reflective practice and teaming/coaching activities. (Same as SPLH 736.)

SPED 737. Infants and Toddler with Significant Needs. 3 Credits.

This course explores the challenges infants and toddlers with significant developmental needs face and how to best support their participation in daily activities. Challenges faced by medical, physical, communication, social-emotional, hearing, vision, and mental health issues will be discussed along with how to support these needs across disciplines and in the home and community activities. This course will provide in-depth review of the unique challenges these children and families face and how providers from various backgrounds can work together to best support children and families. Environmental adaptations and direct instructional techniques to maximize independence tailored to the infant and toddler's strengths and needs will be explored. Information is also provided on assistive technology designed to provide supports. Functional behavioral assessment procedures, proactive intervention strategies and psycho-educational approaches as well as the development of collaborative support plans will be studied. (Same as SPLH 737.)

SPED 739. Special Education Early Childhood Unified Practicum. 1-3 Credits.

A supervised field experience leading to initial teaching licensure in Kansas early childhood unified (birth through kindergarten). The student assumes the total professional role as a teacher in an approved inclusive early childhood program to include infant/toddler and preschool or kindergarten. Prerequisite: Admission to ECU licensure program.

SPED 741. Methods & Assessment: Literacy Interventions Struggling Learners & Students High-Incidence Disabilities. 3 Credits.

This course will provide in depth learning experiences targeting literacy; both reading and writing. Students will learn about assessment tools and assessment systems used in tiered support frameworks to determine the required intensity of literacy support and instruction needed by children/adolescents with adaptive special education needs, and will learn about evidence-based instructional approaches and curriculum developed for students with disabilities and struggling students in general. The course is intended for persons working toward the Kansas teaching license in teaching students needing an adapted curriculum. Prerequisite: SPED 730, admittance into the High Incidence program in the Department of Special Education, or permission of the instructor.

SPED 742. Assessment and Methods of Teaching Students with Low-Incidence Disabilities in Inclusive Settings. 3 Credits.

This course prepares teacher candidates to assess students with disabilities using formal and informal measures, to use assessment information to develop a strengths-based inclusive Individual Education Program (IEP), to design instruction related to IEP goals and state standards, and to evaluate the effectiveness of that instruction using progress-monitoring techniques. Prerequisite: SPED 635 or 735.

SPED 743. Methods: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management. 3 Credits.

This course provides a problem-solving approach and the framework for teaching and assessment strategies to develop pro-social behavior in students with disabilities and their typical peers in classrooms and whole school contexts. Students assess problem behavior, discover the functions of problem behavior, and learn pro-social alternatives in home, school, and community settings. Prerequisite: SPED 730 or permission of instructor.

SPED 746. Assessment and Supports for Students with Complex Communication Needs. 3 Credits.

This course prepares teacher candidates to assess students with complex communication needs, to use assessment findings to develop communication supports, to implement communication supports in

natural settings, and to progress monitor communication development. Prerequisite: SPED 642 or SPED 742.

SPED 750. Curriculum and Methods in Early Childhood. 3 Credits.

This is a curriculum and methods course that addresses how to design, implement and evaluate developmentally appropriate curricula and programs for children from birth to six years of age. Issues of curriculum design and assessment are introduced as interrelated processes that include structuring learning environments and experiences that are responsive to children's interests and abilities. Strategies for developing learning opportunities that are appropriate for young children, including children with special needs and children from diverse cultural, ethnic and linguistic backgrounds, will be explored. Students analyze and evaluate curriculum that focuses on facilitating progress in the domains of a) social emotional development; b) cognitive development; c) language and communication development; d) adaptive behavior development and e) gross and fine motor development. Students also analyze and evaluate curriculum standards and frameworks for the young child's acquisition of concepts, skills and dispositions that support the development of early competencies and interest in literacy, mathematics, the sciences, social studies, the arts and individual and group sports. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor. SPED 752 or its equivalent (may be taken concurrently).

SPED 752. Overview of Early Childhood and Early Childhood Special Education. 3 Credits.

The course serves as an introduction to the profession including historical, philosophical, social and psychological foundations, awareness of value, ethical and legal issues, staff relations and the importance of becoming an advocate for children and families. Students will analyze/interpret trends in early education, including diversity, early childhood special education, family centered practices, legislation, public policy, and developmentally appropriate practice. The two key professional organizations, National Association for the Education of Young Children (NAEYC) and Division of Early Childhood for the Council for Exceptional Children (DEC), recommended practices serve as the foundation for understanding the roles, knowledge and competencies of the early educator. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor.

SPED 753. Assessment in Early Education. 3 Credits.

This course examines the practice of gathering information for the purpose of making individual referral and instructional decisions for infants, toddlers, and young children with and without special needs. Discusses effective informal assessment techniques and emphasizes an ecological approach to gathering information. Introduces standardized assessment and screening instruments and provides an overview of the purposes and limitations of such tests. Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor.

SPED 755. Inclusive Strategies and Interventions for Preschoolers: _____. 3 Credits.

This is a methods course that covers instructional approaches and procedures that offer developmentally appropriate, effective and inclusive early intervention for preschool and kindergarten age children who experience developmental delays, disabling conditions or who are at-risk for developmental problems and disabilities. It is directed toward: (a) "how" to teach, or the technical components of developing and

delivering effective instruction that provide access to the general early childhood curriculum within recognized approaches to early childhood education for young children, and (b) the "what" to teach, or the selection of developmentally and individually appropriate child objectives as well as specific materials and specialized instructional approaches. The relationship of instructional planning to state and federal mandates will also be considered. The course is primarily intended for persons who are currently working toward certification in the ECSE program area.

Prerequisite: Admittance into the ECU - Birth through Kindergarten graduate initial licensure teacher education program in the Department of Special Education or permission of the instructor. SPED 752 (may be taken concurrently).

SPED 756. Special Education Leadership. 3 Credits.

This is an introductory course in special education law and policy implementation. It is designed to provide school and district administrators, and other special education stakeholders, with a basic understanding of key points in the history of special education law and policy. It focuses primarily on the Individuals with Disabilities Education Act (IDEA) and its core concepts, with particular attention to Least Restrictive Environment (LRE). This course is designed to provide a working knowledge of IDEA's procedural requirements, the preferred practices associated with implementing the procedures in schools, criticism of these practices and their implementation, and ideas for addressing these criticisms in ways that promote more equitable and inclusive special education practices. Prerequisite: Degree in Special Education, School Psychology, or related fields.

SPED 757. History, Context, and Critique of Special Education. 3 Credits.

This course is designed to provide school and district administrators, and other special education stakeholders, with a general understanding of the history of the treatment of individuals with disabilities and the development of special education law and policy over time. It foregrounds current issues in the post-IDEA organization of the field, highlighting the goals and challenges of democratic leadership and civic professionalism in relation to special education. The course concludes with a final paper and online presentation examining how history, disability, difference and justice inform special education leadership, both in theory and in practice. Prerequisite: Degree in Special Education, School Psychology, or related fields.

SPED 758. Appropriate Education and Least Restrictive Environment. 3 Credits.

This course is designed to give school and district administrators, and other special education stakeholders interested in special education leadership, a deep understanding of two core principles of the Individuals with Disabilities Education Act (IDEA). These are: (1) appropriate education; and (2) least restrictive environment. The course continues the same pattern established in the previous courses for this four-course program. It introduces these core IDEA concepts, features a week of criticisms of those concepts, and follows with a week on remedies to address key issues identified. The last two modules of the course focus on the Individualized Educational Plan and inclusive practices. The course concludes with a final project. Prerequisite: Degree in Special Education, School Psychology, or related fields.

SPED 759. Non-Discriminatory Evaluation, Parent Participation, and Procedural Due Process. 3 Credits.

This course is designed to give school and district administrators, and other special education stakeholders interested in special education leadership, a deep understanding of three of the core principles of the Individuals with Disabilities Education Act (IDEA). These are: (1) non-discriminatory evaluation; (2) parent participation; and (3) procedural

due process. The course continues the same pattern established in the previous courses for this four-course program. It introduces these three core IDEA concepts, features a week of criticisms of those concepts, and follows with a week on remedies to address key issues identified. The last two modules of the course focus on the Individualized Educational Plan and inclusive practices. The course concludes with a final project. Prerequisite: Degree in Special Education, School Psychology, or related fields.

SPED 760. Introduction to Autism Spectrum Disorders. 3 Credits.

An introductory graduate-level course on autism spectrum disorder. Addresses characteristics of children and youth with autism spectrum disorder. Also surveys trends, issues, and evidence-based practices promoting academic, social, behavioral, and communicative development of learners with autism spectrum disorder.

SPED 772. Participation with Children and Youth with Disabilities: _____. 1-3 Credits.

A course designed to provide field experiences with children and youth with disabilities in settings where educational services are provided. Students work directly with professionals such as special education teachers, general education teachers, therapists and other support personnel. Students participate as aides, tutors, and instructors with individual and small groups of children and youth. Ongoing meetings with supervisors are designed to facilitate both reflection and strategic learning.

SPED 775. Practicum with Children and Youth with Disabilities: _____. 1-10 Credits.

Intensive diverse and direct teaching experiences with children and youth with disabilities in educational settings. This practicum is a requirement for provisional endorsement according to KSDE. Students who have completed SPED 775 cannot enroll in SPED 675 within in same curricular area. Prerequisite: Varies by topic.

SPED 785. Application of Assessment Information for Exceptional Children and Youth: Autism Spectrum Disorder. 3 Credits.

An analysis of information derived from assessment instruments and procedures appropriate to measuring the social and cognitive development of exceptional children and youth. Provides experiences in determining assessment data required in the development of individualized educational programs (IEP). Attention is also given to the design of informal assessment procedures, specific to the needs of exceptional children and youth. Experience is provided in the preparation and presentation of assessment data for use in instructional planning conferences.

SPED 790. Methods for Learners with Higher-Functioning Autism Spectrum Disorder. 3 Credits.

This is a methods course, with special emphasis on learners with high-functioning autism spectrum disorder. Particular attention is given to evidence-based practices and strategies for teaching, managing and promoting social skill and social communication development and proactive social interactions.

SPED 798. Special Course: _____. 1-5 Credits.

A special course designed to address topical issues. Graded on a satisfactory/unsatisfactory basis.

SPED 800. Teaching Language and Communication Skills to Students with Autism and Developmental Disabilities. 3 Credits.

Course covers aspects of communicative behavior of learners with autism and other developmental disabilities. Emphasis is on a verbal behavior approach and evidence-based practices for teaching communication skills including symbol exchange systems, augmentative and alternative communication strategies, and speech generating devices. Methods for

evaluating intervention fidelity and effects on communicative behavior are covered along with strategies to support collaboration between speech and language pathologists and other individualized education team members. Prerequisite: Completion of SPED 760 and SPED 860 or instructor approval.

SPED 841. Advncd Methds&Asmnt:Learnng Stratg&Contnt Mastery Struggling Learners&Stdnts High-Incidence Disabilit. 3 Credits.

This course is designed for graduate students enrolled in the Masters of Science Program with an emphasis in school-age populations primarily with high mild disabilities or seeking to obtain a license to teach students needing an adapted curriculum in Kansas. Course experiences focus on how to identify and implement evidenced-based practices designed to increase the success of students with mild disabilities in mathematics, social studies, science, and language arts through their participation in general and special education classrooms primarily in grades 4-12. This course emphasizes practices associated with understanding and evaluating curricular demands, monitoring student progress in content-area courses, providing tiered supports and accommodations in teaching, using assessment and grading alternatives, and incorporating the principles of explicit and strategic instruction to design instruction that will promote and enhance content-area learning. The course is intended for persons working toward the Kansas teaching license in teaching students needing an adapted curriculum. Prerequisite: SPED 730, SPED 741, admittance into the High Incidence Disabilities program in the Department of Special Education, or permission of the instructor.

SPED 842. Methods in Access and Inclusion in the Core Curriculum. 3 Credits.

This course focuses on foundational skills for setting up an inclusive program that meets the needs of students with low-incidence disabilities in general education settings. The course will emphasize many of the "behind-the-scenes" strategies and activities that must be completed on a regular basis to make inclusive education effective and efficient. Prerequisite: SPED 635 or SPED 735 and SPED 642 or SPED 742.

SPED 843. Advanced Methods&Assessment:Strategies for Students with Significant Behavior, Social&Emotional Need. 3 Credits.

This course is designed to introduce educators and related service professionals to prevention and intervention related to a broad range of antisocial, aggressive, and behavioral problems. Approaches focus on understanding and addressing the precipitating factors related to inappropriate behavior, short-term approaches for immediate crises, and problem-solving strategies for longer-term change. Course content will include antisocial, aggressive, and violent behavior; options for classroom interventions; school and system-oriented interventions, and ethical and legal issues involved in various prevention and intervention approaches. Class work will focus on literature, research-based intervention approaches, and case work illustrating specific approaches and programs. Prerequisite: SPED 631 or SPED 731, SPED 741, and SPED 743.

SPED 844. Advanced Methods in Access and Inclusion in the Core Curriculum. 3 Credits.

This course develops critical skills for implementing an inclusive program that meets the needs of students with low-incidence disabilities in general education settings. The course will emphasize many of the day-today strategies and activities that must be completed on a regular basis to make inclusive education effective and efficient for all learners. Prerequisite: SPED 635 or SPED 735 and SPED 642 or SPED 742.

SPED 851. Law and Special Education. 3 Credits.

This course focuses on laws that apply to special education, especially "Individuals with Disabilities Education Act" and "No Child Left Behind Act." The American legal system, particularly in respect to special

education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. The course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting students with disabilities and examines the six principles of P. L. 94-142 and similar principles in state legislation. (Same as ELPS 856.)

SPED 852. Citizens with Disabilities, Public Policy, and Policy Analysis. 3 Credits.

Students to analyze public policy that affects citizens with disabilities, various models of analysis are brought to bear on federal policy (e.g., education, transportation, housing, institutionalization, protection and advocacy, medical assistance, employment, vocational rehabilitation, and others). This course is not valid for core requirement in history and/or philosophy of education. Prerequisite: SPED 851 or permission of instructor.

SPED 854. Family and Interprofessional Collaboration in Special Education. 3 Credits.

This course is designed to provide knowledge and skills to implement federal and state mandates for special education and related services programs as they relate to building and maintaining relationships with families of students with disabilities, and developing effective school programs. It covers procedures for developing, implementing, and evaluating (a) instructional accountability for special education students' participation in district and state assessment; (b) relationships between general and special education personnel and programs; (c) roles and responsibilities; (d) interdisciplinary team planning including families; (e) coordinating, educating, and supervising paraeducators; and (f) general management responsibilities associated with instruction of children and youth with disabilities. Course topics will include collaboration in schools, community systems and families, historical perspectives of family life and school involvement, effective relationships between home, school, community, communication among professionals and with families, school-based programs, home-based programs, and multicultural considerations. Prerequisite: SPED 631 or SPED 731, or SPED 632 or SPED 732, or SPED 735.

SPED 856. Transition Education and Services from Childhood through Adulthood. 3 Credits.

The purpose of this course is to provide a background in career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements for transition services, career development and transition processes, transition services assessment, secondary special education curricular implications, career development and transition service needs, collaborative services in schools and communities to promote quality transition services, and issues and trends in transition education and services.

SPED 857. Career Development for Youth. 3 Credits.

The purpose of this course is to provide graduate students in special education and related areas who are specializing in secondary school/transition programs with an overview of career development for youth with disabilities. Emphasis is placed upon theory and practice related to career development, workbased learning, and school and community vocational training models. Prerequisite: SPED 856.

SPED 858. Assessment for Transition Planning. 3 Credits.

This course is designed to provide a review of psychometric principles and their utility as a foundation for quality assessment in transition assessment and planning for youth with disabilities. Formal and informal assessments across a range of transition planning areas are reviewed and evaluated. Skills in curriculum-based assessment, rating scales,

situational assessment, and functional assessment are emphasized. Prerequisite: SPED 856 or permission of instructor.

SPED 859. Interagency Services for Transition to Adulthood. 3 Credits.

The purpose of this course is to provide an overview of interagency and community services and systems for adolescents and young adults with disabilities. Emphasis is placed on theory and practice related to interagency collaboration; systems change efforts in transition services; and state-of-art practices regarding supporting individuals with disabilities in community employment, living, socialization, community participation, and other areas of adult life. Prerequisite: SPED 856.

SPED 860. Education of Children and Youth with Disabilities: Autism Spectrum Disorder. 3 Credits.

This course is designed to prepare students to implement evidence-based strategies for individualized and group instruction. Methods for developing and implementing overall treatment/educational programs, planning or selecting curriculum/service models for programs, and developing instructional materials are emphasized. Procedures for managing classroom staff and service resources, coordinating educational programs with families, other service personnel and program support staff, and monitoring overall program effectiveness are addressed.

SPED 861. Blending Academics and Transition. 3 Credits.

The purpose of this course is to provide graduate students with research evidence of each of the components of universal design for learning within access to the general academic curriculum: multiple means of representation, expression, and engagement. Prerequisite: SPED 856.

SPED 862. Work-Based Learning. 3 Credits.

The purpose of this course is to provide graduate students with models and strategies to develop and coordinate meaningful work experiences for youth with disabilities. Emphasis is placed on practical strategies for engaging with community businesses, developing and customizing jobs and supporting youth in the workplace. Prerequisite: SPED 856.

SPED 863. Student Engagement in School and Community. 3 Credits.

The purpose of this course is to provide graduate students in special education and related areas who are specializing in secondary school/transition programs with an overview of models and issues pertaining to school and community engagement for secondary age youth. Prerequisite: SPED 856.

SPED 871. Advanced Practicum with Exceptional Children Needing an Autism Spectrum Curriculum. 3 Credits.

This is an advanced practicum experience for the graduate student teaching children and youth with autism spectrum disorder (ASD). The practicum is designed to provide intense, diverse and direct teaching experiences with children and youth who have learning and behavioral needs in the mild through moderate range and who have been identified with ASD. Prerequisite: SPED 760; SPED 860; SPED 785; SPED 790; SPED 800; SPED 743.

SPED 875. Practicum with Children and Youth with Disabilities: _____. 1-10 Credits.

This course is designed to provide intensive field work and direct teaching experiences with children and youth with disabilities in educational, residential, and clinical settings. Prerequisite: SPED 775.

SPED 897. Independent Study. 1-4 Credits.

Prerequisite: Consent of advisor and instructor.

SPED 898. Master's Project. 1-4 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

SPED 899. Master's Thesis. 1-6 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.

SPED 930. Praxis Seminar: Scholarship and Writing. 3 Credits.

Course assists first-year doctoral students in (a) developing a scholarly identity and technical skills in the areas of teaching, scholarship, and service, (b) developing a critical understanding of the scholarship informing special education practices and policies through course readings and seminar discussions, and (c) developing the skills to complete a comprehensive, critical review of a topic in the field of special education and disability. Prerequisite: Doctoral student status in Special Education.

SPED 932. Praxis Seminar: Scholarship of Teaching. 3 Credits.

Course assists doctoral students in learning (a) what is known about effective teacher education, (b) how that knowledge is translated into practice, and (c) what methodologies can be enlisted to conduct cutting-edge teacher education research. Prerequisite: Doctoral student status in Special Education.

SPED 937. Cross-Specialization Seminar: Methodological and Conceptual Issues in Special Education. 3 Credits.

The purpose of this seminar is to enable doctoral students to develop an interdisciplinary stance in their research and teaching by building meaningful connections across three types of knowledge-metatheoretical foundations of the social science and humanities disciplines; methodological and theoretical knowledge of the social sciences/humanities and theoretically-oriented social professions; and specialized knowledge of education, special education, and related professions. The primary focus of the seminar is the methodological traditions of the social sciences/humanities and education and their application to historically-significant, intractable special education problems such as exclusion/segregation, instructional ineffectiveness, and race and class bias, all of which intersect and implicate our various doctoral specialization areas. The secondary focus is application of the theoretical knowledge of the social science/humanities disciplines and theoretically-oriented social professions to these and related contemporary special education problems.

SPED 950. Civic Professionalism. 3 Credits.

This course is concerned with the relationship between professions and society in a democracy, and specifically, with the ethics and practices associated with the professions of education, special education, and other disability-related fields. Models of professionalism are compared and advantages of civic professionalism for individuals with disabilities and their families, the professions, and society as a whole are explored. Lessons drawn from disagreements over questions such as the nature and social consequences of the professions are used to broaden understanding of what professionalism could and should be in a democracy. Prerequisite: Admission to doctoral program.

SPED 951. Supprtnng Early Childhood/Early Childhood Special Education Practitioners in Evidence Based Practice. 3 Credits.

This course will add to the formation of doctoral students as scholars who support practitioners as they strive to be effective consumers of research and implement evidence based practice. The course will address history and current trends, issues/problems and associated methodologies, key leaders, and schools of thought for the fields of Early Education/Early Childhood Special Education with a focus on educator preparation. This course includes active involvement in teaching Early Childhood Unified masters degree students participating in SPED 752, Overview of Early Childhood/Early Childhood Special Education. Doctoral students will help plan and teach SPED 752 course sessions as well as mentor SPED 752 students, who are developing understandings of and writing about evidence based practice. Prerequisite: Admission to the Special Education Doctoral program or instructor permission.

SPED 956. Families, Diversity, and Special Education. 3 Credits.

This course will engage students in analyzing, evaluating, and planning for conducting research into an array of equity issues for families of students with or considered "at risk" for disabilities associated with the programs and professionals that serve them. Students will critically engage the origins and reproduction of dominant discourses regarding families from diverse backgrounds, drawing on interdisciplinary frames and research approaches for identifying systemic inequities within educational institutions for families and their children from diverse racial, ethnic, social class, and linguistic backgrounds. Prerequisite: Admission to a doctoral program.

SPED 957. Instructional Technology and Design for Individuals with Diverse Learning Needs. 3 Credits.

This course is designed to provide students with a foundational understanding and analysis of emerging critical topics and research in instructional design, technology innovation, implementation of innovation across higher education and k-12 environments as it relates to struggling learners, especially individuals with disabilities. The focus of the course is to contextualize issues in design, planning, development, implementation, and evaluation of technology as it aligns to the needs of struggling learners and their peers with identified disabilities. Topics will include Assistive Technology (AT), Instructional Technology (IT), Universal Design (UD), Universal Design for Learning (UDL), models of instructional design, usability, human-factors/performance measurement, blended and online learning (higher education /k-12), adoption/abandonment, outcome measures, Technological Pedagogical Content Knowledge (TPACK) and current trending topics related to research, teacher education, and implementation of IDT in higher education and k-12 education, again, as it applies to the relevant needs of struggling learners and their peers with disabilities. Students will be required to coordinate requirements with research & teaching competencies and outcomes of the special education doctoral program specific to the IDTI specialization. Prerequisite: Admission to a doctoral program.

SPED 958. Advanced Research in Universal Design for Learning. 3 Credits.

As we understand more about the learning process, the more we recognize the importance of design. Simple modifications to the learning environment and the instructional process can shape whether learners access, process, and develop understandings within the experience. As future leaders, it is important for you to understand and continually reflect on how the design elements within your research, teaching, and service will impact learners. Universal Design for Learning (UDL) provides a basis for thinking about the use of design within the learning process. As a scientifically-based instructional framework, UDL is focused on supporting the variability that exists in all learners. UDL integrates proactive as well as iterative instructional design across goals, methods, materials, and assessments to support the development of expert learners. This course is designed to expand on the foundational knowledge of UDL to support an interdisciplinary understanding across various fields of study that engage in the framework's advancement. Learners will develop understanding surrounding the contemporary issues and topics facing UDL in research, development, and implementation. Prerequisite: Admission to a doctoral program.

SPED 960. Special Education Policy and Politics. 3 Credits.

This course is concerned with political struggles associated with the formation of special education law and policy and its implementation in schools and associated institutions. Using an interdisciplinary theoretical framework that views policy development historically and institutionally, it analyzes the formation and implementation of the Individuals with Disabilities Education Act from its origins in disability-focused social

movements to its implementation in largely resistive school organizations. Prerequisite: SPED 950 or permission of instructor.

SPED 963. Self-Determination, Support Needs, and the Application of Positive Psychology to Disability. 3 Credits.

Practices pertaining to the third wave of the disability movement and the third generation of inclusive education emphasize strengths-based models that conceptualization disability not as a deficit within the person, but in the context of the gap between personal capacity and the demands of the environment. This course will provide students with in-depth instruction and reading pertaining to 21st century understandings of disability, how strengths-based positive psychology can contribute to the education of students with extensive and pervasive support needs, and how supports-paradigms and assessments (Supports Intensity Scale for Children) can be used to identify and provide needed supports to students with more extensive support needs. Because the aforementioned changing understandings of disability and a movement to a supports paradigm emphasizes the importance of promoting the self-determination of all students, including students with extensive and pervasive support needs, the second half of the course will provide a life span survey of the self-determination construct, examining evidence-based theories of the construct and their application to the education of students with disabilities; the importance of promoting self-determination to academic and transition-related outcomes, and roles of families and others in the development of self-determination. Prerequisite: Admission to a Doctoral program.

SPED 964. Inclusion & Access to General Education Curriculum for Secondary Students w/Extensive Support Needs. 3 Credits.

IDEA requires that all students be involved with and progress in the general education curriculum. This course will build on the previous two courses in the specialization to overview supplementary aids and services, special education services, and related services necessary to ensure that students with extensive and pervasive support needs are provided instruction and are successful in the general education curriculum. The course will focus on the importance of inclusive education, and the role of universal design for learning in the education of students with significant cognitive disabilities. Prerequisite: Admission to a doctoral program.

SPED 968. Evidence-Based Practices for Students with Intensive Academic, Behavior, and Social Support Needs. 3 Credits.

This course will focus on preventing the development of academic, behavior, and social challenges and responding effectively when challenges do occur. Course content will include the use of behavior and academic screening tools to detect and support students with and at risk for academic, behavior, and social challenges within comprehensive, integrated, three-tiered (CI3T) models of prevention. In addition, students will learn about evidence-based strategies, practices, and programs for supporting students with and without identified disabilities for whom Tier 1 efforts are insufficient. Students will develop their abilities to analyze, synthesize, and apply research methods related to design, implementation, and evaluation of Tiers 1, 2, and 3. Students will be required to coordinate requirements with research and teaching competencies and outcomes of the special educational doctoral program. Prerequisite: Admission to a doctoral program or permission from the instructor.

SPED 971. Organization and Administration of Services for Children and Youth with Disabilities. 3 Credits.

This course is designed to prepare administrators and prospective administrators for organizing and administering educational programs for students with disabilities. Major topics include a review of current trends in special education, state and federal guidelines and regulations,

legal and financing aspects of special education, program planning, and administration of special services. (Same as ELPS 959.) Prerequisite: Nine hours of education including educational psychology and SPED 725.

SPED 972. Issues and Trends in Special Education I. 2 Credits.

This course is designed to assist first-year special education doctoral students organize and synthesize a conceptual and substantive map of the field of special education and introduce them to corresponding faculty research interests and resources. Emphasis is placed on the academic writing expectations and resources of the field, university, and department, and on building a cohort of students to address common issues and to provide a foundation for peer support throughout the doctoral program. Prerequisite: Admission to special education doctoral program or permission of instructor.

SPED 975. Advanced Practicum with Children and Youth with Disabilities: _____. 1-10 Credits.

Advanced development of conceptual and practical field-based skills. Prerequisite: SPED 775.

SPED 980. Advanced Topics: _____. 1-3 Credits.

A special course of study to meet current needs of education professionals -- primarily for post-master's level students.

SPED 981. Changing Complex Systems. 3 Credits.

This course is designed to provide students with an overview of seminal leadership and systems change literature. Prerequisite: Admission to doctoral program.

SPED 983. Research Funding and Proposal Development. 3 Credits.

This course is designed to teach a broad array of strategies associated with the development of successful proposals that will generate funds to support programmatic work. Among the topics covered in this course are sources of funding, strategies for conceptualizing and writing proposals, collaboration strategies, proposal peer-review process, and integrating proposal development activities into other professional responsibilities. Prerequisite: Admission to doctoral program and EPSY 710.

SPED 985. Naturalistic Research. 3 Credits.

This course is designed to develop skills in naturalistic or constructivist research, while situating it theoretically within the broader framework of modern and postmodern social inquiry, and exploring its social, political and ethical implications. The course develops students' skills in using this form of interpretive qualitative research, provides a theoretical framework for selecting inquiry paradigms, compares and contrasts positivist and constructivist inquiry, and reviews social and political implications of constructivist inquiry. Prerequisite: Six hours of statistics, measurement, and/or large or small group research design.

SPED 990. Small Sample Empirical Research Methods. 3 Credits.

This course provides a detailed examination of research methods for advancing knowledge and validating hypothetically useful treatments in situations in which sufficient sample sizes to conduct formal experiments are lacking, the question of interest is better addressed by multiple observations of treatment effects over time, and/or the question is best addressed by taking a variety of observations of a single unit of interest. Specifically, two small sample research methods will be examined in depth with examples and practical application experience: interrupted time series design for small samples ("single case" design), and Yin's empirical case study method. Prerequisite: Doctoral program admission or permission of instructor.

SPED 992. Seminar in Early Childhood/Intervention. 3 Credits.

This seminar examines research to support evidence-based practices that currently exist in the areas of early intervention and early childhood special education. The primary objective is to learn how to read and

critically analyze studies that form the evidence base for several early intervention and early childhood special education practices. Primary goals of the class include the development of skills for evaluating research studies in early intervention and early childhood special education, and increasing knowledge of evidence-based practices in the early intervention literature. Prerequisite: Three courses in special education or permission of instructor.

SPED 993. Advanced Concepts, Issues, and Trends Single Case Research for Special Education. 3 Credits.

This course covers advanced concepts, issues, and trends in single case research. Topics include theoretical frameworks for single case, combining single case designs, observational measurement, rigor and outcomes analysis, and synthesis. Emerging statistical methods of analyzing single case experimental research are also covered. Prerequisite: SPED 990 or equivalent course.

SPED 995. Field Experience in: _____. 1-5 Credits.

Supervised and directed experiences in selected educational settings. Instructors conduct regular observations and conference with students. Written summaries and evaluations of field experiences are prepared independently by the student, a representative of the cooperating agency, and the instructor. Open only to advanced students and field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours.

SPED 996. College Teaching Experience. 2 Credits.

This course is designed to prepare students for college teaching. Enrolled students shall engage in semester-long, planned, instruction that includes college classroom teaching under supervision. Planning shall be done with a member of the faculty who will supervise the experience.

SPED 997. Individual Study. 1-4 Credits.

Prerequisite: Prior graduate course work in the area of study and consent of instructor.

SPED 998. Seminar in: _____. 1-4 Credits.

SPED 999. Doctoral Dissertation. 1-15 Credits.

Graded on a satisfactory progress/limited progress/no progress basis.