Special Education (SPE) Courses

SPE 5403. Survey of Special Education. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. This course will provide students with the opportunity to acquire knowledge in the field of special education including characteristics, etiology, definition, and prevalence of disabilities. Students will also have the opportunity to study effective strategies for use with individuals with disabilities.

SPE 5491. Practicum in Special Education. (0-0) 1 Credit Hour.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to participate in supervised field-based applied research experiences in approved school and clinical settings. May be repeated for up to 6 hours of credit. (Formerly titled “Field Experience in Behavioral Analysis”).

SPE 5503. Introduction to Applied Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. As an introductory course to behavior analysis, special attention will be paid to philosophy, terminology, and methods. (Formerly EDP 5423. Same as EDP 5503. Credit cannot be earned for more than one of the following: EDP 5423, EDP 5503, or SPE 5503).

SPE 5533. Behavioral Assessment and Intervention for Individuals with Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. Based on natural science of behavior principles and practices, this course introduces students to (a) the functional analysis of verbal behavior, (b) identification of the primary verbal operants, and (c) applications of behavior analysis to enhance the verbal behavior of learners autism and other language deficits. (Formerly titled “Assessment and Evaluation of Children and Youth with Disabilities”).

SPE 5553. Behavioral Assessment and Intervention for Individuals with Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge related to the historical and legal issues of special education. Through an in-depth study of state and federal laws, students will have the opportunity to engage in activities that examine the ethical implications of special education.

SPE 5563. Methods for Teaching Individuals with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with mild/moderate disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and to make decisions based on student data to inform future instructional practices.

SPE 5573. Methods for Teaching Individuals with Moderate/Severe Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with moderate/severe intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and make decisions based on student data to inform future instructional practices.

SPE 5583. Methods for Teaching Individuals with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with mild/moderate disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and make decisions based on student data to inform future instructional practices.

SPE 5593. Intensive Practicum in Special Education: Skill Acquisition. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will allow students to accrue supervised field experience in conducting assessments related to the need for behavioral intervention; designing, implementing, and systematically monitoring skill-acquisition programs; overseeing the implementation of behavior-analytic programs by others; training, designing behavioral systems, and performance management; and other activities directly related to behavior analysis. May be repeated for up to 6 hours of credit. (Formerly titled “Practicum in Special Education: Children and Youth with Disabilities”).

SPE 5613. Legal Issues in Special Education. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge related to the historical and legal issues of special education. Through an in-depth study of state and federal laws, students will have the opportunity to engage in activities that examine the ethical implications of special education.

SPE 5633. Methods for Teaching Individuals with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with mild/moderate disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and to make decisions based on student data to inform future instructional practices.

SPE 5643. Methods for Teaching Individuals with Moderate/Severe Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with moderate/severe intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and make decisions based on student data to inform future instructional practices.

SPE 5663. Methods for Teaching Individuals with Moderate/Severe Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with moderate/severe intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and make decisions based on student data to inform future instructional practices.

SPE 5893. Intensive Practicum in Special Education: Behavior Reduction. (0-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will allow students to accrue supervised field experience in conducting assessments related to the need for behavioral intervention; designing, implementing, and systematically monitoring skill-acquisition programs; overseeing the implementation of behavior-analytic programs by others; training, designing behavioral systems, and performance management; and other activities directly related to behavior analysis. May be repeated for up to 6 hours of credit. (Formerly titled “Practicum in Special Education: Individuals with Behavioral Problems”).

SPE 6133. Introduction to Single-Subject Methodology. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403. The content of this course will examine questions appropriate for single-case research, data collection procedures, selection, implementation, analysis of research designs, and manuscript development/structure. (Same as EDP 6223 and ILR 7133. Formerly SPE 7133. Credit cannot be earned for more than one of the following: EDP 6223, ILR 7133, SPE 6133, or SPE 7133).
SPE 6143. Survey of Special Education Research. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403. This course will explore a series of research methodologies in the field of special education. (Formerly titled “Application of Single-Subject Methodology”).

SPE 6403. Ethics and Cultural Implications for Applied Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge in relation to real world ethical practices in behavior analysis. Special attention will be paid to issues of functionally equitable interventions for individuals with disabilities from culturally/linguistically diverse environments. (Formerly titled “Ethically and Culturally Responsive Teaching”).

SPE 6443. Collaboration and Consultation in Special Education. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge and skills working with parents, teachers and other professionals to optimize the educational experiences of individuals with disabilities.

SPE 6503. Educational Applications of Applied Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will explore the field of inquiry devoted to investigating factors that influence behavior in a systematic way. The three tiers of Positive Behavior Interventions and Supports and its application to classroom management will be addressed.

SPE 6623. Seminar on Current and Critical Issues in Special Education. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. This course will provide students with the opportunity to examine critical issues in special education, including a study of research-supported practices, controversial issues, and critical topics in special education. This is a capstone course to be completed in the final semester.

SPE 6943. Technology for Individuals with Disabilities. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course will provide students with the opportunity to acquire knowledge related to the use of technology to assist the learning of individuals with disabilities. This course provides in-depth study of the use of assistive technology within the school curriculum.

SPE 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Approval of the instructor and the Graduate Advisor of Record. Independent reading, research, discussion and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the degree.

SPE 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Approval of the instructor and the Graduate Advisor of Record. Independent reading, research, discussion and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the degree.

SPE 6973. Special Problems. (3-0) 3 Credit Hours.
Prerequisite: SPE 5403 or consent of instructor. This course offers graduate students the opportunity to engage in a collaborative investigation of special topics in special education not normally or not often available as part of the program’s regular course offerings.

SPE 6983. Master’s Thesis. (0-0) 3 Credit Hours.
Prerequisites: Permission of the Graduate Advisor of Record and thesis director. Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

SPE 7003. Doctoral Seminar in Special Education. (3-0) 3 Credit Hours.
Prerequisites: Doctoral standing and consent of instructor. This course will provide students with the opportunity to develop a professional orientation for a career, initiate a career planning process, discuss fundamental concepts underlying special education teacher preparation, and begin to acquire a platform of scholarly writing skills and resources.

SPE 7893. Directed Doctoral Research. (0-0) 3 Credit Hours.
Supervised research on a topic in Interdisciplinary Learning and Teaching. May be repeated for credit, but no more than 6 hours may be applied to the Doctoral degree.