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. (Formerly titled “Exceptional Children and Youth in the Schools.”).

SPE 5491. Field Experience in Behavioral Analysis. (1-0) 1 Credit Hour.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 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. Emphasis is on orientation to behavior analysis in applied settings, learning the role of a behavior consultant within larger systems, implementation and evaluation of behavioral interventions for students struggling with problem behaviors. May be repeated for up to 6 hours of credit.

SPE 5503. Applied Behavior Analysis for Classroom Teachers. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about principles and procedures of applied behavior analysis and classroom management for teachers. As an introductory course to behavior analysis, special attention will be paid to philosophy, terminology, and methods. In addition, ethical considerations for those delivering behavior analytic services will be discussed. Assessments will be modeled after the BCBA certification exam. Requires an applied project. (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 5513. Curriculum and Instructional Applications for Children and Youth in Special Education. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide the opportunity for students to evaluate and design curriculum and instructional interventions in order to provide students with disabilities access to the general education curriculum across content areas as well as to evaluate, design, and implement alternate curricula, and provide community-based and social skills instruction.

SPE 5523. Language Development and Intervention for Individuals with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide an opportunity for students to acquire knowledge and skills for assisting individuals with mild to moderate disabilities in achieving communicative competence through language acquisition and remedial and corrective interventions. Emphasis is on addressing the language and literacy development needs (listening, speaking, reading, writing, mathematics) of individuals with learning and behavior disabilities.

SPE 5533. Assessment and Evaluation of Children and Youth with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students the opportunity to develop knowledge and skills in the selection, administration, and interpretation of instruments and procedures to evaluate individuals with disabilities and design, modify, and monitor instruction for individuals with disabilities. (Same as EDP 6243. Credit cannot be earned for both SPE 5533 and EDP 6243.).

SPE 5613. Legal Issues in Special Education. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5513, SPE 6403, and SPE 6623 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. Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 6403, and SPE 6623 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 intellectual 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. Instruction and Educational Interventions for Individuals with Moderate/Severe Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 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 5793. Practicum in Special Education: Children and Youth with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide the students with the opportunity to acquire knowledge about the application of theoretical principles to field settings. Students are required to develop, implement, and evaluate educational programs for individuals with disabilities.

SPE 5893. Practicum in Special Education: Individuals with Behavior Problems. (0-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about the application of theoretical principles to field settings. The student works in educational settings to plan, implement, and evaluate appropriate experiences with individuals exhibiting emotional and/or behavior problems.

SPE 6133. Introduction to Single-Subject Methodology. (3-0) 3 Credit Hours.
Prerequisites: Doctoral standing and SPE 5503 or approval of instructor. 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 ILR 7133. Formerly SPE 7133. Credit cannot be earned for both SPE 6133 and SPE 7133 or ILR 7133.).
SPE 6143. Application of Single-Subject Methodology. (3-0) 3 Credit Hours.
Prerequisites: Doctoral standing and SPE 6133 or ILR 7133. This advanced course will involve the application of single-case methodology in the area of education. This course will focus on the development of research questions, research-board approval, selection and implementation of research designs, and data analysis. (Formerly SPE 7143. Same as ILR 7143. Credit cannot be earned for both SPE 6143 and SPE 7143 or ILR 7143.).

SPE 6403. Ethically and Culturally Responsive Teaching. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403 and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge in relation to cultural changes experienced in schools. Additionally the course will provide students with an opportunity to gain insight on cultural diversity, characteristics of diverse students and family.

SPE 6443. Conference and Consultative Skills in Special Education. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. 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. Students plan, implement, and evaluate conferences, staff development, and consultative activities. Requires 5–10 hours of field experience. (Formerly SPE 5443. Credit cannot be earned for both SPE 5443 and SPE 6443).

SPE 6503. Educational Applications of Applied Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 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. Students plan, implement, and evaluate conferences, staff development, and consultative activities. Requires 5–10 hours of field experience. (Formerly SPE 5443. Credit cannot be earned for both SPE 5443 and SPE 6443).

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. A research project is required. (Formerly SPE 5623. Credit cannot be earned for both SPE 5623 and SPE 6623.)

SPE 6943. Technology for Individuals with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about methods and strategies 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. Current research on effective assessment and use of technology is addressed especially as it relates to individuals with disabilities.

SPE 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction a faculty member. The course is intended for students needing specialized work not normally or not often available as part of the program’s regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

SPE 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction a faculty member. The course is intended for students needing specialized work not normally or not often available as part of the program’s regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

SPE 6973. Special Problems. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. An organized course that offers graduate students the opportunity to engage in specialized study not normally or not often available as part of the program’s regular course offerings. Special Problems courses may be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

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.