Special Education (SPED)

Courses

SPED 100. First Year Special Ed Seminar. 1 hour.
Students will get oriented to UIC campus and college resources, learn about the Department of Special Education and program requirements, and overarching goals, and facilitate adjustment to university life.

SPED 101. Disability and Schooling. 3 hours.
Students will gain an understanding of how disability, race, gender, and class intersect and shape the history of the education of students with disabilities in the US, from preschool through college. Course Information: Enrollment is required by students in Inclusive and Special Education, but other students can take this course. *UIC GE US Society course*.

SPED 200. Special Education in Context: Common Frameworks for Equitable Student Learning. 3 hours.
Introduces students to key special education frameworks and terminology used in schools to support students with disabilities. Course Information: Enrollment is required by students in Inclusive and Special Education, but other students can take this course. Prerequisite(s): SPED 101.

SPED 201. Children's Literature and Disabilities. 3 hours.
Examination of children's and young adult literature focused on how disabilities are portrayed and how literature encapsulates societal attitudes, beliefs, and stereotypes contributing to access and equity of children with disabilities in schools. Course Information: Same as ED 201. This is a blended course. *UIC GE Creative Arts course*.

SPED 202. International Perspectives: Inclusive Education and Schooling. 3 hours.
Focuses on international comparative views of how different educational systems include students with disabilities. Course Information: Same as ED 202. Extensive computer use required. *UIC GE Individual and Society course, and UIC GE World Cultures course*.

SPED 215. Special Education Law, Policy, and Advocacy. 3 hours.
Students learn about seminal policies and legislation for students with disabilities. They will research a current issue in special education or disability (i.e., racial and linguistic inequities, high quality inclusive education, data-based instruction). Course Information: Enrollment is required by students in Inclusive and Special Education, but other students can take this course.

SPED 280. Language Development and Communication Disorders for Diverse Populations. 3 hours.
Students will learn about the critical role that communication and language development plays within U.S. society and the impact on children and adolescents with delayed language acquisition or communications disorders. Course Information: Enrollment is required by students in Inclusive and Special Education, but other students can take this course.

SPED 300. Assessment and Instructional Methods: Supporting Students with High Incidence Disabilities. 4 hours.
Students will gain an understanding of high incidence disabilities including characteristics, assessments, and best practices to support learning. Course Information: Field work required. Prerequisite(s): SPED 200. Corequisite(s): Requires concurrent registration in SPED 305. Course Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 302. Inclusive Approaches to Effective Learning Environments for Students with Disabilities. 4 hours.
Students will learn about school-wide systems of support and classroom-based methods for establishing positive learning environments that promote social, emotional, and behavioral health for students with disabilities in inclusive classrooms. Course Information: Field work required. Prerequisite(s): SPED 200. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 303. Assessment and Instructional Methods Supporting: Students with Low incidence Disabilities. 4 hours.
Students will gain an understanding of low incidence disabilities including characteristics, assessments, and best practices to support learning. Course Information: Field work required. Prerequisite(s): SPED 302. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 305. Inclusive Literacy Instruction for Students with Disabilities. 4 hours.
Students will gain knowledge and skills to design and implement effective, culturally responsive literacy instruction for students with disabilities. Course Information: Field work required. Prerequisite(s): Consent of the instructor. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Clinical Practice.

SPED 306. Advanced Inclusive Literacy and Writing Strategies for Students with Disabilities. 4 hours.
Students will be prepared to foster an inclusive learning environment by exploring various literacy techniques, such as explicit comprehension and writing instruction, along with using vital assistive and digital technologies. Course Information: Field work required. Prerequisite(s): SPED 305; and consent of the instructor. Corequisite(s): Requires concurrent registration in SPED 303. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Clinical Practice.

SPED 310. Inclusive Approaches to Teaching Math to Students with Disabilities. 4 hours.
Students will gain knowledge and skills to design and implement effective, culturally responsive mathematics instruction for students with disabilities. Course Information: Field work required. Prerequisite(s): SPED 300 and SPED 302; and consent of the instructor. Corequisite(s): Requires concurrent registration in SPED 303. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 315. Inclusive Approaches to Collaboration. 3 hours.
Students will learn collaboration skills to work with students with disabilities and their families, professionals, paraprofessionals, administrators, and community agency personnel to provide high quality educational services and supports. Course Information: Prerequisite(s): SPED 215 and SPED 300. Corequisite(s): Requires concurrent registration in SPED 303.

SPED 370. Inclusive Transition Practices for Students with Disabilities. 3 hours.
Students will learn the major transition frameworks, and EBP's to prepare students with disabilities to post-secondary education, employment and living in the community. Course Information: Field work required. Prerequisite(s): SPED 300 and SPED 302 and SPED 303 and SPED 315.

SPED 400. Inclusive Approaches to Teaching Social Studies and Science. 3 hours.
Students will explore social studies and science instruction for students with disabilities across contexts to gain fluency in supporting all students. Course Information: Prerequisite(s): SPED 306; and SPED 310. Corequisite(s): Requires concurrent registration in SPED 470.

SPED 401. Supporting Students with Disabilities Across the Curriculum. 3 hours.
Students will work collaboratively in schools and classrooms with coordinating teachers and related service professionals to practice in-depth analyses of students' academic and social-emotional, and behavioral learning. Course Information: Prerequisite(s): SPED 400; and consent of the instructor. Corequisite(s): Requires concurrent registration in SPED 480.

SPED 405. Foundations of Inclusive Behavior Analysis. 3 hours.
Explore scientific approaches to changing human behavior, while focusing on ethical practices and real-world applications to promote accessible, inclusive communities for all. Course Information: Extensive computer use required. The course is structured in a way to support a variety of learning outcomes with a host of academic repertoires. Prerequisite(s): ENGL 160. Recommended background: Ideal for students interested in learning about how to understand human behavior and to create safe and inclusive environments for people with disabilities.

SPED 410. Exceptional Learners. 3 hours.
Addresses the psychology of, identification of, and methods of instruction for exceptional learners served under all categories recognized by federal law. Course Information: Field work required. 20 hours of field work is required. *IAI Major ESE course*.

SPED 416. Methods of Instruction for Exceptional Learners. 3 hours.
The purpose of this course is to address issues of instruction for individuals with special needs. Topics include effective instructional and accommodative practices and strategies in multiple areas (math, literacy, science, social studies, art). Course Information: Prerequisite(s): Junior standing or above and admission to the Bachelor of Arts in Elementary Education program.

SPED 423. Assessment of Monolingual and LEP Children with Disabilities. 3 hours.
To prepare students in use of formal and informal assessments to inform placement, instructional planning, and evaluation of English Language Learners with disabilities. Course Information: Prerequisite(s): Restricted to students seeking LBSII or admission as a doctoral student or consent of the instructor.

SPED 424. Assessment of Students with Special Needs. 3 or 4 hours.
Theoretical basis and practical application of standardized and alternative testing of children with learning and behavior difficulties. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): SPED 410.

SPED 426. Curricular/Behavioral Considerations for Learners with Special Needs. 3 or 4 hours.
Instructional practices related to academics, classroom management, individualized and group instruction for students with special needs. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): SPED 424 or the equivalent or consent of the instructor.

SPED 427. Instructional and Behavioral Methods for English Language Learners with Disabilities. 3 hours.
To prepare students in the use of best practice instruction and the promotion of prosocial behavior within the context of teaching English Language Learners with disabilities. Course Information: Prerequisite(s): Open only to Master's degree students; and consent of the instructor and successful completion of SPED 423 or equivalent. Assumes previous instructional planning for students with disabilities and practicum that is part of the certification requirements for the Learning Behavior Specialist I certification; and minimum one year teaching experience or providing direct services to students with disabilities. Recommended background: Illinois State Board of Education certification: Learning Behavior Specialist I; minimum one year teaching experience.

SPED 430. Fieldwork Supervision. 0-6 hours.
Students will implement evidence-based behavioral assessments and interventions in community-based settings that provide ABA services to children, adolescents, or adults with disabilities from underrepresented groups in a field based setting. Course Information: Field work required. Prerequisite(s): Acceptance to the Master of Science in Applied Behavior Analysis, Disability, and Diversity in Urban Society program or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Practice and one Clinical Practice.

SPED 431. Applying Evidence-Based Practices in Authentic Settings. 4 hours.
Students will demonstrate competence at implementing behavioral assessments and interventions. Complete a series of performance assessments and will receive individualized feedback until reaching mastery for each assessment and intervention. Course Information: Prerequisite(s): Acceptance to the Master of Science in Applied Behavior Analysis, Disability and Diversity in Urban Society program or consent of the instructor.

SPED 432. Foundations and Contemporary Understanding of Applied Behavior Analysis. 4 hours.
Overview of the science of ABA and its philosophical underpinnings; will be exposed to the concepts and principles underlying the science of ABA, and how the science has informed educational practices in schools, clinics, and community-based settings. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor. Corequisite(s): Requires concurrent registration in SPED 433.

SPED 433. Ethics in Applied Behavior Analysis. 4 hours.
Will examine the professional and ethical obligations of practicing behavior analysts. Issues related to common ethical dilemmas, scope of competence, behavior analyst's responsibilities to clients, and the ABA compliance code, will be discussed. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor.

SPED 442. Language Development and Disorders. 3 or 4 hours.
Theory and research on the acquisition of phonology, syntax, semantics and pragmatics in children with and without disabilities. Models for language assessment and intervention. Course Information: 3 undergraduate hours. 4 graduate hours. Prerequisite(s): SPED 410.

SPED 444. Assistive Technology for Literacy, Learning and Participation in Pre-K through High School. 3 hours.
Use of communication systems, computers, adapted equipment and strategies to foster participation and inclusion of students in grades preschool through high school. Course Information: Same as DHD 444.

SPED 448. Topics in Special Education. 1-4 hours.
Course or workshop on preannounced topic on the education of handicapped children, adolescents, or adults. Course Information: May be repeated. Students may register in more than one section per term. Prerequisite(s): SPED 410 and consent of the instructor.

SPED 449. Early Childhood/Early Childhood Special Education: Perspectives, Policies and History. 3 hours.
Perspectives, policies, history, and foundations of Early Childhood Education and Early Childhood Special Education. Emphasis on the effects of changing economic, political, legal, social, and views of human development. Course Information: Same as EPSY 449 and EDPS 449.

SPED 455. Exceptional Child Development. 3 hours.
Explores how children,(birth to age 8), grow and learn in diverse ways, using the social model of disability and an equity lens to highlight that differences in development reflect human diversity, not deficit, and to prepare students for inclusive practice. Course Information: Extensive computer use required. Prerequisite(s): EPSY 255; or consent of the instructor.

SPED 461. Political and Socio-Cultural Perspectives on Special Education. 3 hours.
Students will examine issues of access and equity through legislation, litigation, and socio-cultural perspectives and be introduced to major theoretical frameworks that influence special education programs. Course Information: Same as ED 461. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 462. Assessment of Individuals with Disabilities. 3 hours.
To prepare students in the use of standardized and formative assessment to understand student learning, inform decisions regarding placement, instructional planning, and evaluation of students with disabilities.

SPED 463. Literacy Instruction for Diverse Learners in School. 3 hours.
Emphasizes the components of designing, implementing, and assessing reading and writing instruction for diverse students at the early childhood/elementary level. Course Information: Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 465. Understanding Students with High Incidence Disabilities. 3 hours.
Uses major theoretical frameworks of human development to examine the characteristics and development of students with high incidence disabilities, ages 3-21. Course Information: Same as EPSY 465. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 466. Language Development, Diversity, and Disabilities. 3 hours.
Theory and research on language development in children with disabilities, in the context of typical development. Models for language assessment and intervention. Course Information: Same as EPSY 466.

SPED 467. Understanding Students With Low Incidence Disabilities. 3 hours.
Explores characteristics and development of children and youth with low incidence disabilities, ages 3-21, as well as how schools address their instructional needs. Course Information: Same as EPSY 467.

SPED 470. Teaching Internship in Inclusive and Special Education. 6 hours.
Teaching internship that emphasizes the components of planning, differentiating instruction, and assessing students in school-based settings areas. Attention to diverse learners and collaboration with multiple stakeholders is infused. Course Information: Field work required. Prerequisite(s): Consent of the instructor. Corequisite(s): Requires concurrent registration in SPED 400.

SPED 471. Curricular Adaptations for Learners with Significant Disabilities. 3 hours.
Provides information on the nature and needs of individuals with severe/profound disabilities and the roles of federal, state, and local education agencies play in providing services to this population. Course Information: Field work required. Prerequisite(s): SPED 461 and SPED 465 and SPED 467. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 472. Academic and Prosocial Interventions. 3 hours.
Introduces students to the principles and concepts of data-based decision making and individualization with an emphasis on addressing the social, emotional, and behavioral needs of students with disabilities. Course Information: Same as ED 472. Field work required.

SPED 473. Teaching Math and Science with Adaptations. 3 hours.
Provides prospective teachers with assessment strategies and a range of adaptations, modifications, and interventions in math and science for students with disabilities. Course Information: Same as ED 473. Field work required. Prerequisite(s): SPED 461. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 480. Student Teaching in Inclusive and Special Education. 12 hours.
Students will gain experience with planning, assessment, instruction and evaluation of students with disabilities across content and elective classes in an urban school Attention to diverse learners and collaboration with multiple stakeholders is infused. Course Information: Field work required. Prerequisite(s): Grade of B or better in SPED 470; and consent of the instructor Grade of B or better in SPED 470 and approval of program faculty. Corequisite(s): Requires concurrent registration in SPED 401.

SPED 481. Theoretical Foundations and Issues of Bilingual Special Education. 3 hours.
Theoretical, pedagogical foundations of Bilingual Special Education to provide experienced special educators with research-based knowledge and practices to serve English Language Learners with disabilities. Course Information: Prerequisite(s): Restricted to students seeking LBSII or admission as a doctoral student or consent of the instructor.

SPED 482. Collaborating with Families, Community, and Professionals. 3 hours.
Explores the dynamics of professional collaboration with families, addressing characteristics, structures, and processes of collaboration for children and youth with and without disabilities. Course Information: Same as EPSY 482. Previously listed as SPED 582. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 506. Characteristics and Assessment of Young Children with Disabilities. 4 hours.
Biological and environmental factors in infancy may cause developmental disabilities. Impact of such factors on child development will be reviewed. Approprite assessment techniques reviewed. Course Information: Field work required.

SPED 508. Methods of Instruction & Assessment of Young Children with Disabilities. 4 hours.
Intervention and assessment methods for infants and young children at-risk for or showing developmental delays. Systems perspective on utilizing family and community to support intervention. Course Information: Field work required. Prerequisite(s): Grade of B or better in SPED 506; or consent of the instructor. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 509. Educational Implications of Learners with Low-Incidence and Multiple Disabilites. 3 hours.
Development of knowledge and skills to research, synthesize and apply psychological, sociological, and educational issues for students with multiple and low incidence disabilities. Course Information: Previously listed as SPED 513. Prerequisite(s): Restricted to students seeking LBSII or admission as a doctoral student or consent of the instructor.

SPED 510. Advanced Curricular Adapations for Learners with Significant and Multiple Disabilities. 3 hours.
Development of knowledge and skills to plan and create curriculum, teach and assess instructional delivery for students with significant disabilities. Course Information: Previously listed as SPED 511. In partial fulfillment of LBSII programs for Curriculum Adaptation Specialist, Behavior Intervention Specialist and Multiple Disabilities Specialist. Prerequisite(s): Admission to the LBSII Program or admission as a doctorate student or consent of the instructor.

SPED 511. Introduction to Practice Based Research. 4 hours.
Overview of behaviorism & its place in educational & psychological research. Learners are exposed to applications of behaviorism including applied behavior analysis, the experimental analysis of behavior, and organizational behavior management. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor.

SPED 512. Curricular and Social Adaptations for Working with Learners with High Incidence Disabilities. 3 hours.
Development and evaluation of differentiated instruction and learning opportunities for students with mild disabilities, including collaborative approaches and attention to families. Course Information: Prerequisite(s): Students seeking LBSII or admission as a doctoral student or consent of the instructor.

SPED 514. Behavioral Interventions I: Comprehensive Programming Across the Lifespan. 4 hours.
Utilize behavioral interventions to improve socially significant behaviors across academic, social, and functional domains. Students will learn how to use assessments to determine learner performance levels and learn how to develop treatment plans. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program, acceptance to LBS II program, or admission as a doctorate student, or consent of the instructor. Recommended background: Credits in education, special education, educational psychology, or psychology are recommended, but not required for this program.

SPED 515. Transition Planning and Vocational Programming for Students with Disabilities, Part 1. 3 hours.
Development of knowledge and skills to provide individuals with disabilities-specific skills to enhance successful transitions especially for adolescents and young adults with disabilities. Course Information: Prerequisite(s): For students seeking the LBS II or admission as a doctorate student or consent of the instructor.

SPED 516. Transition Planning and Vocational Programming for Students with Disabilities, Part 2. 3 hours.
Provides teachers of individuals with disabilities with skills to enhance opportunities for successful transitions. Required course for LBSII. Course Information: Prerequisite(s): SPED 515 or consent of the instructor.

SPED 517. Behavioral Interventions II: Systems Change to Support Behavioral Outcomes Across Diverse Populatio. 4 hours.
Examine methods for preventing problematic behavior through the use of multi-tiered systems of supports (MTSS). Introduction to systems change models, and learn how such models impact student behavior in urban school and community-based settings. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program, acceptance to LBS II program, or admission as a doctorate student, or consent of the instructor.

SPED 518. Research Practicum: Advancing the Science of Behavior Analysis to Underserved Populations. 4 hours.
During this course, students will learn how to develop and execute an empirical research study. Research studies must address the use of behavior analytic assessment and intervention for participants of an underserved community. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor.

SPED 519. Collaboration and Supervision to Support Diversity and Disability in Urban Settings. 4 hours.
Discusses the foundations of collaboration, and behavior analyst's roles and responsibilities as a supervisor. Students will be introduced to evidence-based training practices commonly used to teach natural change agents' new skills. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor.

SPED 520. Behavioral Interventions III: Individualized Behavior Intervention for Diverse Learners. 4 hours.
Prepares students to assess and treat severe problem behavior among learners with developmental disabilities. Students will learn to experimentally assess problematic behaviors and develop individualized interventions based on assessment results. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society and SPED 514 and SPED 517 or consent of the instructor.

SPED 521. Verbal Behavior and Communication Intervention. 4 hours.
Explores the development of social communication through an operant perspective. Skinner's analysis of verbal behavior will be used to teach students to assess and treat social communication difficulties for learners with disabilities. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor.

SPED 522. Advanced Procedures in Special Educator as Consultant. 3 hours.
Development of knowledge and skills to collaborate and show leadership in educational settings through use of consultation models and current school-wide support models. Course Information: Prerequisite(s): Restricted to students seeking LBSII or admission as a doctoral student or consent of the instructor.

SPED 523. Single-Case Research Methods. 4 hours.
Overview of single-case experimental research methodology and its use in educational and behavioral research. Will also learn to appraise relevant single-case experimental research and methodological research. Course Information: Prerequisite(s): Acceptance to the Master of Science in ABA, Disability and Diversity in Urban Society program or consent of the instructor.

SPED 538. Internship in University Teaching. 4 hours.
Field-based internship in teaching at the university level for students in the PhD Program in Special Education. Course Information: 4 hours. Satisfactory/Unsatisfactory grading only. May be repeated. Students may register in more than one section per term. Field work required. Prerequisite(s): SPED 564 and consent of the instructor. Coursework and experience in special education, as determined by the instructor and enrollment in the PhD in Special Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Practice.

SPED 563. Adolescent Literacy for Diverse Learners. 3 hours.
Emphasizes the components of planning, instructing, and monitoring reading and writing instruction for adolescents with disabilities at the secondary level, as well as preparing adolescents to meet the literacy requirements in the content areas. Course Information: Field work required. Previously listed as SPED 583. Prerequisite(s): SPED 462. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 564. Proseminar in Special Education. 4 hours.
Various areas of special education research are reviewed. Topics include areas of faculty research. Course Information: Prerequisite(s): Admission to the Ph.D. in SPED program and consent of the instructor.

SPED 570. Field Internship for Student Teaching. 4 hours.
Field internship that emphasizes the components of planning, differentiating instruction, and assessing students in school-based settings areas. Attention to diverse learners and collaboration with multiple stakeholders is infused. Course Information: Field work required. Previously listed as SPED 577. Prerequisite(s): Approval of the program faculty. Class Schedule Information: To be properly registered, students must enroll in one Discussion and one Practice.

SPED 572. Curriculum and Teaching for Students with Disabilities. 3 hours.
Provides an in-depth examination of academic and socio-behavioral problem behavior and the skills to develop individualized programs to address the academic and social needs of challenging students. Course Information: Prerequisite(s): Grade of B or better in SPED 570 and approval of program faculty.

SPED 573. Understanding Research in Special Education. 3 hours.
Introduces students to the principles and concepts of research and assists them to understand how this information can be used to inform the development and selection of policies and interventions for students with special needs. Course Information: Field work required. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

SPED 576. Internship in Assessment. 3 hours.
Internship experiences in an assessment clinic or school for special education majors. Course Information: Twenty-five hours of field work required. Prerequisite(s): SPED 462. Class Schedule Information: To be properly registered, students must enroll in one Lecture and one Practice.

SPED 578. School and Community-Based Inquiry Internship. 3 hours.
Field-based internship experiences with youth with disabilities, educators, families and/or community. Course Information: Field work required. Prerequisite(s): Approval of the program faculty. Class Schedule Information: To be properly registered, students must enroll in one Conference and one Practice.

SPED 579. Research Internship. 3 hours.
Students work on a specific research project under the direction of a faculty member. Course Information: Field work required. Prerequisite(s): SPED 573 or the equivalent and consent of the instructor.

SPED 580. Student Teaching in Special Education. 1-12 hours.
Practice teaching in the field of special education. Course Information: Field work required. Prerequisite(s): Grade of B or better in SPED 570 and approval of the program faculty.

SPED 592. Seminar on Theory and Research in Special Education. 4 hours.
Systematic in depth review of theory and research on selected topics in special education. Course Information: May be repeated to a maximum of 16 hours. Students may register in more than one section per term. Prerequisite(s): Admission to the Ph.D. in SPED program or consent of instructor.

SPED 593. Ph.D. Research Project. 1-8 hours.
Students design, implement, and analyze results of a research problem in this area of specialization. Completed study is reviewed by faculty. Course Information: May be repeated to a maximum of 8 hours. Prerequisite(s): Admission to the Ph.D. in Education program.

SPED 596. Independent Study. 1-4 hours.
Students independently study related topics not covered by courses, under faculty supervision. Course Information: May be repeated to a maximum of 12 hours. Students may register in more than one section per term. Prerequisite(s): SPED 500 or the equivalent, and consent of advisor and instructor.

SPED 599. Thesis Research. 0-16 hours.
Research on the topic of the student's dissertation. Course Information: Satisfactory/Unsatisfactory grading only. May be repeated. Students may register in more than one section per term. Prerequisite(s): Consent of the dissertation advisor.