

# Special Education (SPED)

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## Courses

### **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. *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. *Individual and Society course, and World Cultures course.*

### **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.

### **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 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 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 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. Appropriate 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 Disabilities. 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 Adaptations 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 Populations. 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.