

Special Education

Mailing Address:

College of Education (MC 147)
1040 West Harrison Street
Chicago, IL 60607-7133

Contact Information:

Campus Location: 3145 ETMSW
(312) 996-4532
agarci5@uic.edu (MEd) elise@uic.edu (PhD)
education.uic.edu

Administration:

Dean of the College of Education: Kathryn B. Chval
Department Chairperson: Norma Lopez-Reyna
Director of Graduate Studies: Marie Tejero Hughes
Master of Education Program Coordinator: Michelle Parker-Katz
Doctor of Philosophy Program Coordinator: Daniel Maggin

Program Codes:

20FS0093MED (MEd)
20FS1183PHD (PhD)

The College of Education offers course work that leads to the Master of Education in Special Education organized around four domains of study: foundations, development and disability, research, and assessment. The degree can also lead to the Learning Behavior Specialist I licensure/endorsement, the Learning Behavior Specialist II endorsements, or the MEd degree only; and the Doctor of Philosophy in Education: Special Education. The Bilingual and/or English as a Second Language (ESL) endorsement, and the Early Childhood Special Education approval, can also be awarded; contact the College of Education for specific course requirements.

Interdepartmental concentrations in Gender and Women's Studies and Violence Studies are available to students in these programs. Some of the LBS II endorsements are interdepartmental with the Disabilities and Human Development (DHD) Department.

Admission and Degree Requirements

- [MEd in Special Education](#)
- [PhD in Special Education](#)

[Education](#) (p. 1)

[Special Education](#) (p. 3)

Education Courses

ED 402. Philosophy of Education and Urban School Policy. 3 hours.

Selected social and education philosophies and their impact on urban school curriculum design, school organization and control.

ED 403. Policy Issues in the History of American Education. 3 hours.

Political, economic, and cultural influences shaping the development of American education policy; emphasis on issues of education theory and practice in their historical settings.

ED 410. Capstone Inquiry on Critical Issues in Education. 3 hours.

Students design and complete projects connected to an educational issue, challenge, or theme. Includes discussion of critical educational issues from cross-disciplinary perspectives. Designed to be a culminating experience. Course Information: Extensive computer use required. Prerequisite(s): Prior College of Education coursework and consent of instructor.

ED 416. Practical Inquiry I: Teacher Competencies and Performance-Based Assessment. 3 hours.

Introduction to examining teaching through practitioner inquiry, including teacher performance assessment, as a way of learning to teach and beginning a lifelong process of professional development.

ED 417. Practical Inquiry II: Teacher Competencies and Performance-Based Assessment. 3 hours.

A developing examination of teaching through practitioner inquiry, including teacher performance teacher assessment, as a way of learning to teach and fostering a lifelong process of professional development.

ED 421. Advanced Educational Psychology. 3 hours.

Examines current theory and research on the teaching-learning process with particular attention to general learning and curriculum-relevant problem solving skills. Course Information: Prerequisite(s): EPSY 210; or graduate standing.

ED 422. Advanced Developmental Psychology and Educational Processes. 3 hours.

Focuses on cognitive and social development from birth to early adolescence. Examines relations between development, learning, and educational processes. Course Information: Same as PSCH 422. Prerequisite(s): PSCH 100 and any one from EPSY 210, PSCH 259, PSCH 320 and consent of the instructor; or graduate standing.

ED 424. Social and Emotional Learning: Research, Practice, and Policy. 3 or 4 hours.

Research, theory, educational practices, and federal/state policies that promote the social, emotional, and academic competence of students who are in preschool, middle school, or high school. Course Information: Same as PSCH 424. 3 undergraduate hours. 4 graduate hours. Prerequisite(s): PSCH 343 or equivalent; or consent of the instructor. Recommended background: Experience working with children or adolescents.

ED 425. Curriculum, Instruction, and Assessment in the Urban Secondary Classroom. 4 hours.

Developing professional practice that meets the diverse learning needs of students from different backgrounds and experiences. Course Information: Previously listed as ED 330. Field experience in urban schools is required. Prerequisite(s): Admission to an approved teacher licensure program in secondary education, and ED 200, ED 210 and SPED 410, and consent of the instructor and Council of Teacher Education. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 430. Curriculum and Teaching. 3 hours.

Introduction to curriculum and teaching as areas of inquiry; implications of these areas of inquiry for educational practice; related contemporary problems and issues. Course Information: Credit is not given for ED 430 if the student has credit for CI 428. Prerequisite(s): Admission to graduate study in Education, or consent of the instructor.

ED 431. Improving Learning Environments. 3 hours.

Analysis of structural, normative, and social dimensions of learning environments and their relationships to student learning. Exploration of change processes to improve those environments. Course Information: Prerequisite(s): Graduate standing or consent of the instructor.

ED 432. Instruction and Assessment in the Urban Secondary Classroom. 5 hours.

Learning to teach, how to plan for diverse learners, design differentiated instruction, assess student learning and develop classroom discipline. Course Information: Field experience in urban schools is required. Prerequisite(s): Completion of education core courses in Graduate Teacher Certification Program: Ed 402 or ED 403 and ED 445. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 445. Adolescence and the Schools. 3 hours.

Physiological, intellectual, and social development of adolescence. Relations between aspects of adolescent development and the academic and social demands of secondary schools. Course Information: Prerequisite(s): EPSY 210, or the equivalent, or graduate standing.

ED 450. Pre-Student Teaching in the Urban Elementary Classroom, Fieldwork III: Arts, Health, and Physical Ed. 1-12 hours.

This pre-student teaching experience immerses teacher candidates in classrooms in a supervised experience of learning to teach; and develop effective practices with an emphasis in arts, health and physical education. Course Information: May be repeated. Field work required. Field work: total of 180 hours, coordinated by the program director and in collaboration with field instructors. Prerequisite(s): Senior standing or above and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education.

ED 451. Student Teaching in the Urban Elementary Classroom: Fieldwork IV. 0-12 hours.

Student teaching is a full-time experience of learning to teach in a classroom with university mentoring and supervision. Course Information: May be repeated. Field work required. Prerequisite(s): ED 450 and admission to the Bachelor of Arts in Urban Education, Concentration in Elementary Education and senior standing. Class Schedule Information: To be properly registered, students must enroll in one Discussion and one Practice.

ED 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 SPED 461. Field work required. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 470. Educational Practice with Seminar I. 0-12 hours.

The first half of a two-segment sequence of practice teaching, including seminar, to meet certification requirements for teaching in grades six through twelve. Course Information: Graduate credit only with approval of the college. 1 to 12 hours. Prerequisite(s): Good academic standing in a teacher education program, completion of 100 clock hours of pre-student-teaching field experiences, and approval of the college or department of specialization. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 471. Educational Practice with Seminar II. 0-12 hours.

The second half of a two-segment sequence of practice teaching, including seminar, to meet certification requirements for teaching in grades six through twelve. Course Information: Graduate credit only with approval of the college. 1 to 12 hours. Prerequisite(s): Good academic standing in a teacher education program, completion of 100 clock hours of pre-student-teaching field experiences, credit or concurrent registration in ED 470, and approval of the college or department of specialization. Class Schedule Information: To be properly registered, students must enroll in one Conference and one Practice.

ED 472. Promoting Academic and Prosocial Behavior I. 3 hours.

The importance of school-wide and classroom structure and climate in the educational process. Strategies to promote academic success and desired social behavior. Course Information: Same as SPED 472. Field work required. Prerequisite(s): SPED 461 or ED 461 or the equivalent or consent of the instructor.

ED 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 SPED 473. Field work required. Prerequisite(s): SPED 461. Course Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

ED 500. Philosophical Foundations of Educational Inquiry. 4 hours.

Philosophical foundations of various forms of educational inquiry. Epistemological and ethical dimensions of different research approaches. Course Information: Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 501. Data and Interpretation in Educational Inquiry. 4 hours.

Data, interpretation, reliability, validity, accuracy, stability, and generalizability from different methodological perspectives; how research design, data collection, and interpretation vary with different philosophical approaches. Course Information: Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 502. Essentials of Qualitative Inquiry in Education. 4 hours.

Surveys methods for conceptualizing, gathering, managing, and interpreting qualitative data. Various ethnographic, historical, and narrative forms of inquiry are reviewed, as are the corresponding methods associated with each. Course Information: Extensive computer use required. Field work required. Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 503. Essentials of Quantitative Inquiry in Education. 4 hours.

Introduces theory and assumptions behind parametric statistics. Also provides hands-on experience in conducting basic quantitative research (t-test, correlation, regression, analysis of variance). Course Information: Same as EPSY 503. Prerequisite(s): Admission to the Ph.D. in Education program or consent of the instructor.

ED 504. Urban Contexts and Educational Research. 4 hours.

A multidisciplinary approach for understanding research on learners and learning, schools and schooling, families, and communities in urban contexts. Course Information: Extensive computer use required. Prerequisite(s): Admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 505. Introduction to Educational Research: Paradigms and Processes. 4 hours.

Offers a survey introduction to the history, contexts, paradigms and orientations, ethics, and processes of educational research. Course Information: Extensive computer use required. Prerequisite(s): Admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 506. Introduction to Educational Research: Designs and Analyses. 4 hours.

Offers researchers an introduction to research in the field of education. It is the second of a two-course sequence and will introduce students to different types of research designs and analyses in the field of education. Course Information: Extensive computer use required. Prerequisite(s): ED 505 and admission to one of the PhD programs in the College of Education or consent of the instructor.

ED 542. Advanced Qualitative Data Analysis. 4 hours.

Explores methods of computer-assisted inductive coding for qualitative data analysis and the design of qualitative research. Course Information: Same as EPSY 542. Extensive computer use required. Laptop required. Prerequisite(s): ED 502 or equivalent.

ED 543. Research on Teaching. 4 hours.

Review and analysis of history, paradigms, methods, and findings of research on teaching. Focus on the development of research questions and strategy. Course Information: Prerequisite(s): ED 490 or ED 503 or CIE 578; and consent of the instructor.

ED 580. Colloquium on Diversity in Secondary Education. 2 hours.

Designed to provide candidates with opportunities to interact with experts who deal with various issues of diversity in education, to discuss those issues with their cohorts, and to explore ways of meeting students' diverse needs. Course Information: Satisfactory/Unsatisfactory grading only.

ED 594. Special Topics in Education. 1-4 hours.

Exploration of a topic not covered in existing course offerings. Course Information: May be repeated if topics vary. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

ED 596. Independent Study. 1-4 hours.

Students independently study related topics not covered by course, under faculty supervision. Course Information: May be repeated. Students may register in more than one section per term. Prerequisite(s): Consent of the advisor.

Special Education Courses

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 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 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 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 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.