SPECIAL EDUCATION (SPED)

SPED 001: 15 s.h.
SPED Professional Bloc 2
SPED Professional Bloc 2

SPED 101: 3 s.h.
Orientation to Special Educ
This introductory course is designed to prepare future special educators with the knowledge base for the identification, placement and instruction of learners with disabilities who are eligible to receive special education services across the continuum of educational environments. Included are historical considerations, educational and developmental needs of individuals with disabilities, special education programs, services, resources, and materials. In addition, practical exposure to individuals with disabilities will be emphasized.

SPED 179: 3 s.h.
Experimental

SPED 237: 3 s.h.
Applied Foundations of Contemporary Special Education
This course identifies the complex sociocultural history that has brought us to where we are in special education practice today. It presents the contemporary and historical influences of the American school system and how special education is integrated into the modern classroom. The overrepresentation of economically disadvantaged, and culturally and linguistically diverse populations in special education is explored through careful consideration of cultural collaboration, current sociological variables and analysis of causes and prevention strategies. Individual learning differences and the development of academic and functional performance needs of students with disabilities are considered historically, legally, educationally, culturally and socially. Prereq: requires submission of satisfactory FBI, Act 34/151 clearances. Offered in fall, spring. Coreq: must be taken simultaneously with EDFN 211, 241, ERCH 225.

SPED 279: 3 s.h.
Experimental

SPED 300: 3-12 s.h.
Co-Op Ed Experience in Sped
Co-Op Ed Experience in Sped

SPED 311: 3 s.h.
Assessment for Designing & Implementing Instruction (W)
This course enables teacher candidates to develop competencies for assessing students in an inclusive classroom setting, design instruction and make instructional decisions to enhance students’ learning. Teacher candidates learn how to assess, analyze and interpret data from formal (standardized) and informal (traditional and alternative) testing sources and measurement. Teacher candidates learn how to interpret reports as relevant to students from diverse learning backgrounds and use these interpretive results along with behavioral observation, task analysis and other types of measurement to design instruction. Offered in fall, spring, summer. Prereq: Act 34, 151, 114 clearances and admission to Advanced Professional Studies.

SPED 311H: 3 s.h.
Hon: Design/Implement Instruc (W)

SPED 312: 3 s.h.
Disability in Inclusive Settings
Prepares educators to effectively teach children with disabilities in inclusive classrooms by incorporating theory, identification, services, instruction and legal aspects of special education. Course participants will learn to plan, adapt and implement effective instruction and assessment to facilitate academic achievement for learners with mild and moderate disabilities in an inclusive setting. Offered in fall, spring. Prereq: ERCH 110 and Foundations Bloc 1 (EDFN 211, 241, EDUC 220). Course may be taken as a corequisite with Foundations Bloc 1.

SPED 321: 3 s.h.
Serving Individuals in Inclusive Settings (W)
This course prepares teacher candidates to effectively teach students with severe and multiple disabilities within an inclusive educational system. By incorporating theory with aspects for identification, specialized support services, instruction and relevant special education law, teacher candidates become knowledgeable of their responsibilities as teachers of students with severe and multiple disabilities. Teacher candidates learn to differentiate and individualize instruction for the developmental and chronological requirements of their students. Teacher candidates become practiced in referencing alternate learning standards and general education curricula to facilitate the achievement of their students with severe and multiple disabilities in a variety of learning environments. Offered in spring. Prereq: ENGL 110; Act 34, 151, 114 clearances and admission to Advanced Professional Studies (APS). Coreq: ERCH 421, SPED 341.

SPED 328: 3 s.h.
Assessment in Special Educatn
The administration, scoring and interpretation of assessment devices typically used in psychometric evaluations are stressed. Critical evaluation of such devices in terms of reliability, validity and norming groups is also developed. The integration of the interpretive results of psychometric evaluation with behavioral observation, task analysis and other assessments developed in prerequisite courses is demonstrated. Offered in fall, spring.

SPED 330: 3 s.h.
Discrimination and Oppression of People with Disabilities (D, P)
Examines social discrimination through consideration of the policies and practices of societies. Creates an understanding of the social, political and cultural, rather than the physical or psychological, determinants of the experience of disability. Disentangles impairments from the myths, ideology and stigma that influence social interaction and social policy. Through course content and activities, students will challenge the idea that the economic and social statuses and the assigned roles of people with disabilities are the inevitable outcomes of their condition. Offered in fall, spring, summer. Prereq: COMM 100, ENGL 110 and junior status.

SPED 330H: 3 s.h.
H:Discrim/Oppress People/Disab (D, P)
SPED 331: 3 s.h.
Positive Learning Environments for all Students
Students will develop the ability to effectively analyze and design inclusive educational environments to optimize the achievement of every student, and will receive the knowledge and skills to modify their teaching methods to motivate and support positive social skills in diverse students. Through the use of appropriate assessments and data collection techniques for individual student behaviors, students will develop the ability to conduct functional behavior assessments and apply behavior-intervention plans and positive techniques as needed using the Response to Intervention framework. Offered in fall, spring. Required submission of satisfactory FBI, Act 34/151 clearances; admission to Advanced Professional Studies (APS).

SPED 331H: 3 s.h.
Hon: Positive Lrng Env for All

SPED 341: 3 s.h.
Early Intervention to Kindergarten
This course examines the implications of federal mandates for providing educational and supportive services for infants/toddlers/preschoolers with disabilities and their families. The teacher candidates gain knowledge in interpreting data from formal and informal sources to be utilized in developing Individualized Family Service Plans (IFSP). The teacher candidates use case study and field experience data to recommend appropriate school-based programs for young children with disabilities. They also implement effective teaching strategies to meet the family, academic, social, emotional and behavioral needs of young children with disabilities in inclusionary environments. These strategies will be applied in field placements during the semester. Offered in spring. Prereq: EDFN 211, 241, ERCH 225 or EDUC 220; SPED 237; Act 34, 151, 114 clearances and admission to Advanced Professional Studies (APS). Coreq: ERCH 421, SPED 321.

SPED 346: 3 s.h.
Sec Stdnts w Disab Inclu Sttgs
This course is designated to prepare secondary education majors to effectively teach students with disabilities in inclusive classrooms. Participants will learn legal mandates, secondary general educators' role in the special education process, and the academic and social implications of inclusion. Participants also will learn to facilitate academic achievement for students with mild and moderate disabilities in inclusive secondary education by planning, adapting and implementing effective instruction. Offered in fall, spring. Prereq: required submission of satisfactory FBI, Act 34/151 clearances; EDFN 211, 241. Cross-listed with SPED 546, credit may not be received for both.

SPED 351: 3 s.h.
Managing Challenging Behaviors
Provides various strategies to support students with challenging behaviors. Candidates will conduct Functional Behavior Assessment and prepare Behavior Intervention Plan focusing on decrease negative behaviors while increasing positive behaviors. Candidates will develop their ability to effectively analyze behaviors and design inclusive educational and community environments to optimize the achievement of every student. Candidates will demonstrate the knowledge and skills to modify teaching methods and learning environments to promote positive social skills in students with disabilities. Admission to Advanced Professional Studies required.

SPED 361: 3 s.h.
Formal Assessment for Students with Disabilities
Designed to prepare Special Education teacher candidates to effectively develop competencies for assessing PK-12 students with disabilities according to IDEA (Individuals with Disabilities Education Act). Teacher candidates will acquire knowledge for administration, scoring, and interpretation of formal assessment devices typically used in educational evaluations. Furthermore, teacher candidates will learn how to properly select formal assessment tools in terms of reliability, validity and norm populations and learn about integrated systems of assessment and data collection for identification of students struggling to meet academic and behavioral expectations. Teacher candidates will learn the role of educational evaluations in developing Individual Education Programs (IEP) for students in need of support in the general education curriculum. Teacher candidates will learn professional ways to collaborate with parents and include them as equal partners in the assessment process.

SPED 400: 3-12 s.h.
Co-Op Ed Experience in Sped

SPED 411: 3 s.h.
Assmt/Devl of Indiv Ed Prgram
This course provides teacher candidates with the necessary skills to administer, score and interpret a range of formal and informal educational assessments typically used with students with severe and multiple disabilities. Teacher candidates develop their ability to apply variables such as reliability, validity and norm references to select appropriate assessment tools for their students and to develop informal evaluations as needed. Teacher candidates apply their knowledge of required procedures, with students’ assessment results, to construct appropriate Individual Education Program, (IEP) with multidisciplinary team members and use those IEPs to plan instruction. Prereq: Act 34, 151, 114 clearances, admission to Advanced Professional Studies and Professional Bloc I courses of ERCH 421; SPED 321, 341. Coreq: SPED 441, 451, 453, 454. Offered in spring.

SPED 412: 3 s.h.
Assessment for Mild/Mod Disablt
This course prepares teacher candidates to develop competencies for administration, scoring and interpretation of formal assessment devices typically used in educational evaluations. Teacher candidates acquire knowledge of the process of how to select formal assessment tools in terms of reliability, validity and norm populations, and learn about integrated systems of assessment and data collection for identification of students struggling to meet academic and behavioral expectations. Teacher candidates will learn the role of educational evaluations in developing Individual Education Programs (IEP) for students in need of support in the general education curriculum. Teacher candidates learn how to collaborate with parents and include them as equal partners in the assessment process. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies; Professional Bloc I courses of ERCH 421, SPED 321, SPED 341. Coreq: Strand II: SPED 442, SPED 452, SPED 453, SPED 454. Offered in fall, spring.

SPED 432: 3 s.h.
Curr & Mthds Mild/Moder Disabl
Designed to develop competencies to identify curriculum content and implement effective methodologies needed to direct the education program for students with disabilities in the secondary classroom setting. Includes approx. 150 hrs field experience. Offered in fall, spring. Prereq: Admission to APS
SPED 434: 3 s.h.
Sendry Progrmg/Transition Plan
This course is intended to develop competencies for individual program planning and instructional management. It prepares students to develop strategies to deliver curriculum in inclusive environments through the Individualized Education Program (IEP). The transition components of the IEP will be emphasized to prepare secondary teachers to understand their role in developing goals, planning and selecting options for postsecondary education, employment, and independent living goals for youth with disabilities.

SPED 441: 3 s.h.
Support for Specialized Curriculum
This course provides teacher candidates with research-based methods and special techniques to effectively instruct students with severe/profound and multiple disabilities within a variety of educational settings. Teacher candidates develop the teaching skills required to plan for and institute positive intervention strategies in relevant curricular areas, including perceptual, motor, daily living, communication, leisure and socialization. The emphasis of this course will be upon implementing the Individualized Education Programs (IEP). Focus will be upon lesson plans, task analyses and accommodating students who require extensive or pervasive instructional supports and adapting specialized curricula to meet their learning needs. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies; Professional Bloc I courses of ERCH 421, SPED 321, SPED 341. Coreq: Strand I: SPED 411, SPED 451, SPED 453, SPED 454. Offered in spring.

SPED 441H: 3 s.h.
H: Supprt for Specialzd Curric

SPED 442: 3 s.h.
Eff Instr for Stdnts w Disabil
This course is designed to prepare teacher candidates to provide effective instruction to children with mild disabilities. The course will focus on developing skills for high-quality instruction based on research-based practices used to design and adapt curriculum to provide high-quality, standard-based instruction for students with mild disabilities, with an emphasis on the inclusive classroom. Course participants will learn to plan, implement and assess the results of effective instruction aligned with students’ academic, social, emotional and behavioral needs to facilitate academic achievement, with an emphasis in development of literacy skills for students in need of supports in general education. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies; Professional Bloc I courses of ERCH 421, SPED 321, SPED 341. Coreq: Strand II: SPED 412, SPED 452, SPED 453, SPED 454. Offered in fall, spring.

SPED 451: 3 s.h.
Indiv Ed Plnng for Svr Disablt
This course prepares teacher candidates with the skills to plan, design and deliver instruction focused on integrated life-span perspectives of students with severe and multiple disabilities. A student's success in school can be linked, at least in part, to effective grade-to-grade transition practices and strategies. Teacher candidates learn to develop strategies for vertical (sequential and occurring over time) or horizontal (occurring at the same time) transitions. Teacher candidates develop their knowledge of the variety of appropriate K-8 educational environments for their students and plan for these transitions based upon current special education laws and regulations and the most effective research-based practices. Teacher candidates identify their students' needs, preferences and interests and incorporate this information into their goals, objectives and plans. In keeping with a student's Individualized Education Program (IEP), teacher candidates compile necessary data with the intent of facilitating successful future experiences. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies and Professional Bloc I courses of ERCH 421; SPED 321, 341. Coreq: SPED 411, 441, 453, 454. Offered in spring.

SPED 451H: 3 s.h.
H:Ind Ed Plnng for Svr Disablt

SPED 452: 3 s.h.
Individualized Educ Planning
This course prepares teacher candidates with the skills to plan, design and deliver instruction focused on integrated life-span perspectives of students with mild to moderate disabilities. There is a great deal of information indicating that a child's success in school can be linked, at least in part, to effective grade-to-grade transition practices and strategies. Teacher candidates learn to develop strategies for vertical (sequential and occurring over time) or horizontal (occurring at the same time) transitions. Teacher candidates develop their knowledge of the variety of appropriate K-8 educational environments for their students and plan for these transitions based upon current special education laws and regulations, and the most effective research-based practices. Teacher candidates conduct and use comprehensive grade-to-grade transition evaluations and learn strategies to identify their students' needs, preferences, and interests and incorporate this information into their goals, objectives and plans. In keeping with a student's Individualized Education Program (IEP), teacher candidates compile necessary data with the intent of facilitating successful future experiences. Prereq: Act 34, 151, 114 clearances; admission to Advanced Professional Studies and Professional Bloc I courses of ERCH 421; SPED 321, 341. Coreq: Strand II: SPED 412, SPED 442, SPED 453, SPED 454. Offered in fall, spring.
SPED 453: 3 s.h.
Reflective Practices (D, W)
This course prepares teacher candidates with the necessary skills to develop cultural sensitivity to work effectively with diverse families and their students with disabilities (mild/moderate; severe/multiple disabilities). Teacher candidates explore culture and diversity as they apply to families, educators and influences on daily activities, identity development, and systems of power and privilege in the educational system. Teacher candidates develop their ability to be culturally responsive, open and respectful educators. Teacher candidates develop their professional dispositions consistent with family- and student-centered educational planning, program implementation and community collaboration centered on students with disabilities (mild/moderate; severe/multiple disabilities) and their diverse families. Prereq: ENGL 110; Act 34, 151, 114 clearances; admission to Advanced Professional Studies and Professional Bloc I courses of ERCH 421; SPED 321, 341. Coreq: Strand I: SPED 411, 441, 451, 454; Strand II: SPED 412, 442, 452, 454. Offered in fall, spring.

SPED 453H: 3 s.h.
Hrs: Reflective Practices (D, W)

SPED 463: 3 s.h.
EBPs for Math, Lit, Cnntnt Area
This seminar, taken in conjunction with Student Teaching, is for all teacher candidates in the PK-12 Special Education Certification program. This seminar provides teacher candidates the opportunity to refine their knowledge of evidence-based practices in literacy, mathematics, and the core content areas for students with exceptionalities in grades PK-12 (for example peer-assisted learning strategies, self-regulated strategy instruction, etc.). Teacher candidates will select, implement, and evaluate the success of evidence-based practices through the collection and analysis of student data.

SPED 479: 3 s.h.
Experimental

SPED 489: 1-4 s.h.
Honors Course
For the definition of departmental honors and eligibility, refer to the Special Academic Opportunities section of this catalog.

SPED 498: 1-3 s.h.
Independent Study
For further information, see the Special Academic Opportunities section.

SPED 499: 1-4 s.h.
Departmental Honors
For the definition of departmental honors and eligibility, refer to the Special Academic Opportunities section of this catalog.

SPED 546: 3 s.h.
Sec Stdnts w Disab Inclu Sttgs
This course is designed to prepare secondary education majors to effectively teach students with disabilities in inclusive classrooms. Participants will learn legal mandates, secondary general educators’ role in the special education process, and the academic and social implications of inclusion. Participants also will learn to facilitate academic achievement for students with mild and moderate disabilities in inclusive secondary education by planning, adapting, and implementing effective instruction. Cross-listed with SPED 346, credit may not be received for both.

SPED 578: 3 s.h.
Special Education Law
The purpose of the course is to learn about the legal background of special education from its historical experience through its rapid development in the 1970s and 1980s to its current and future impact. Students will become familiar and conversant in the Pennsylvania and Federal Regulations and Standards, appropriate case law, and how Section 504 of the Rehabilitation Act of 1973 impacts and interacts with special education law and the due process hearing system. Federal statutes governing special education will be reviewed. Offered periodically.

SPED 580: 3 s.h.
Diagnostic and Assessment Strategies for Students with Disabilities
Specifically acquaints students with diagnostic and prescriptive methods for the accurate assessment of, and the systematic intervention with, learning or behavior problems of school-age students with mental/physical disabilities. Emphasis is placed on selecting and applying appropriate evaluation tools, programs, materials, techniques and psychological principles to learning for the student with disabilities. Offered in spring and summer.

SPED 586: 3 s.h.
Topics in Special Education
Specific topics are chosen that may serve as a change agent for special education programs in which students with disabilities are the prime responsibility.

SPED 600: 3 s.h.
Orientation to Special Educ
Introductory overview of special education, primarily for individuals with no previous knowledge of the field. Emphasis is placed upon comprehension of definitions, terminology and classification systems. A general historic background for the areas of brain injured, mentally retarded, emotionally disturbed, socially maladjusted, and physical and learning disabilities are reviewed in terms of program development, laws and curriculum.

SPED 601: 3 s.h.
Psyc of Stdnts w/ Disabilities
A survey course of physical, psychological and social aspects of individuals with disabilities. Special attention is paid to disability as a socially constructed experience for people with disabilities as it pertains to learning processes, educational systems and social roles. The historical development of education and human service programs for individuals with disabilities is given consideration. Current terminologies and trends are emphasized. Multicultural aspects are included as they pertain to special education.

SPED 601: 3 s.h.
Seminar in Learning Disabled
Advanced study and research concerning the mind, mental processes, feelings, desires, actions, traits, attitudes and thoughts of children with neurological impairments and/or learning disabilities, as well as an investigation of major educational theories and approaches. The student will investigate the consistencies of the basic premises and issues of the field as well as establish the current state of the art. Emphasis will be on definition, identification, characteristics, education and research of students with learning disabilities. Offered in summer.
SPED 618: 3 s.h.
Early Intervention
For practicing teachers or master's level students who will be called
upon to develop, implement and evaluate early-intervention programs
for students with developmental delays and students who are at risk
for school delays. Includes examination of areas that interfere with
normal development, assessment of the needs of young children and
design of programs to facilitate growth. Includes the importance of family
involvement and evaluates instructional strategies intended to enhance
the child's success. Covers skills in accordance with family-centered
services and participation in interagency, collaborative efforts. Offered
periodically.

SPED 621: 3 s.h.
Multicultural Aspects
Covers desirable changes in attitudes, perceptions, understandings
and practices when working with children and youth who are
educationally disadvantaged and whose disadvantage is caused by
lower socioeconomic status or other demographic considerations,
including race and ethnicity. Multicultural groups may include African
Americans, Native Americans, Latin Americans and Appalachians.
Remedial programs are evaluated and recommendations are made.
Offered in summer.

SPED 642: 3 s.h.
Tchg Stdnts w/ Mild Disabilit
Provides education intervention and management model for the accurate
assessment of, and systematic intervention with, mentally and/or
physically handicapped school-age students. Emphasis is placed on
selecting and applying specific evaluation tools, programs, materials,
techniques and psychological principles to the learning of identified
populations. Offered in spring.

SPED 651: 3 s.h.
Accomplished SPED Advocacy
This course orientates the student with advanced opportunities, roles,
and skills available to the accomplished special education teacher.
Students will learn how to be effective advocates for students and
their families, as well as how to develop leadership skills in the special
education classroom and beyond. Emphasis will be placed on relevant
professional organizations and careers that highlight special education
advocacy and leadership. This course requires both in-class instruction
and out of class application. Regular access to a special education
classroom is highly recommended.

SPED 652: 3 s.h.
Accomplished SPED Diversity
Allows the student to examine and reflect upon a variety of social
constructs, intercultural issues, and curriculum development through the
lenses of special education history, disability studies and social justice.
The implications for future research and practice will be explored in
respect to the development of local, national and international policies for
diverse children, adults and families impacted by disabilities. This course
requires both in-class instruction and out of class application. Regular
access to a special education classroom is highly recommended.

SPED 653: 3 s.h.
Accomplished SPED Collaboration
Designed to prepare educators to effectively collaborate and problem-
solve with students, families, and other professionals. A major emphasis
in this course will include co-planning, co-instruction, and co-reflection
through demonstration lessons. Additional content in this course will
address the legal requirements associated with referral and procedural
safeguards for parents and youth with disabilities. Emphasis will be
placed on consultation and communication strategies to facilitate
collaboration within schools and the surrounding community. (3
credits) This course requires both in-class instruction and out of class
application. Regular access to a special education classroom is highly
recommended.

SPED 654: 3 s.h.
Adv. Pedagogy Accomplished SPED
Familiarizes experienced educators with an in-depth examination
of research based pedagogical methods used to improve academic,
social, behavioral, and transitional outcomes for Pre K-12 students
with disabilities. Current instructional and assistive technologies will
be explored. Specific topics and strategies explored in course will be
aligned to the strengths and preferences of each student. Selection,
implementation, and assessment of appropriate teaching strategies with
an authentic audience will be expected. This course requires both in-
class instruction and out of class application. Regular access to a special
education classroom is highly recommended.

SPED 665: 3 s.h.
Trnstn and Supprtv Employment
Transition planning for secondary students with disabilities, with
specific emphasis on making appropriate job-placement decisions. Job
categories will also be examined to assist in making meaningful matches
between the worker and job. Programs that facilitate development
of a congruence between job and employee are included, as well as
agencies and other resources that might assist in job placement. Offered
infrequently.

SPED 671: 3 s.h.
Behavior Management
Intervention strategies for dealing with appropriate and inappropriate
behaviors in individuals with disabilities. Opportunities to research and
practice relevant classroom teaching and management skills, including
the analysis of student behaviors, techniques for modifying targeted
skill areas and methods for analyzing possible causes of behavior.
Discussions of systematic procedures for evaluating the efficacy of
certain management and intervention systems. Also emphasizes
investigation and development of pragmatic solutions to students'
current placement questions. Offered in fall.

SPED 681: 3 s.h.
Admin and Supervision of Sped
Current issues and practices of special education curriculum and
instruction, school law, budget process, staff development, teacher
supervision, family collaboration and public relations are analyzed.
Discussions are geared to effecting change to meet standards, student
needs and best practices for students with special needs. Offered
periodically.
SPED 689: 3 s.h.
Research Sem for Accmplsh SPED
Acquaints graduate students with relevant areas of needed research in the field of special education. Attention is given to discovering relevant problem areas for investigation. Historical, descriptive and experimental methods of research are covered. The value of research based teaching practices is stressed. A main purpose is to guide the student through an experience of writing a grant proposal and a literature review. Prereq: EDFN 601

SPED 690: 3,6 s.h.
Clinical Practicum
This experience will be utilized by students who are certified in areas of education other than special education.

SPED 691: 1-3 s.h.
Independent Study in Spec Ed
Independent Study in Special Education

SPED 693: 1-3 s.h.
Action Research
In-depth approach to a specially and individually structured problem. Seminars to discuss recent trends and issues in special education will be included. Students may visit and become familiar with institutions, private schools and innovative public school classes for students with disabilities.

SPED 695: 1,3 s.h.
Accomplished SPED Captone
This course enables the student to put theory into practice as it pertains to the professional contributions of an accomplished special education teacher. In accordance with the ongoing consultation of the instructor, the student will design, implement, and reflect upon a major capstone project aligned with the objectives of the program. Capstone examples include, but are not limited to (a.) action research, (b) creation/presentation of professional development, (c.) creation/presentation of original scholarship at a professional conference, (d.) mentorship of a pre-service or new special education teacher, (e.) grant writing The course is 3 hours (pass/fail). However, if the student is unable to complete all requirements of the course during a single semester, they may re-enroll for 1 credit up to 2 additional, consecutive semesters for a total of 5 credits. This course requires both in-class instruction and out of class application. Regular access to a special education classroom is highly recommended. Pre-requisites: Completion of all SpEd MEd coursework. Up to 6 credits (not from the Knowledge Core) may be taken concurrently.

SPED 698: 1-3 s.h.
Ind Stdy:
Independent Study in Special Education.

SPED 699: 3,6 s.h.
Thesis
An applied research project pertaining to the education of students with disabilities. Research findings must be submitted to a professional journal and papers must be orally defended to a committee.

SPED 799: 3 s.h.
Appl Supervsn: Sped
Provides prospective supervisors with field experience and problems encountered in the schools. Emphasis on defining and identifying pupils in all areas of disability, planning and operating a comprehensive special education program, and emphasis on techniques in assisting teachers in evaluating and improving their curricula and their teaching techniques.