

SPED - Special Education

SPED 313 Fundamentals of Human Growth and Development: Birth through Adolescence (3 Credit Hours)

This course contributes to an understanding of the physical, social, emotional, speech and language, and intellectual development of infants, toddlers, children, and adolescents. Furthermore, it promotes the ability to use this understanding in guiding learning experiences and relating meaningfully to preK-12, special education, and secondary education students. The interaction of infants, toddlers, children, and adolescents with economic, social, racial, ethnic, religious, physical, and intellectual differences is explored, as well as developmental issues related to giftedness or disability and the impact of family disruptions, child abuse, and substance abuse.

Prerequisites: junior standing

SPED 400/500 Foundations of Special Education: Legal Aspects and Characteristics (3 Credit Hours)

The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue of philosophical, legislative, and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. The course includes a broad overview of the characteristics, identification, instructional needs, and accommodation necessary for creating appropriate educational and vocational environments for students with disabilities.

Prerequisites: junior standing

SPED 402/502 Instructional Design I: Learner Characteristics and Assessment (3 Credit Hours)

The intent of this course is to provide pre-service and in-service teachers with: (a) knowledge of the characteristics of K-12 students with learning differences who are accessing either the general curriculum or the adapted curriculum, and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced and criterion-referenced assessments for exceptional learners. Administering formal and informal assessment tools for the development of an IEP are emphasized. The use of assessment data to improve evidence-based instruction and student performance is discussed.

Prerequisites: Junior standing

SPED 403 Directed Field Experience in Special Education (3 Credit Hours)

This course provides variable hours of direct participation in a community or educational setting with individuals with special needs. The course includes specific skills of program planning, implementation, evaluation and classroom management. Practicum of 45 hours required.

Prerequisites: Satisfactory entry into the undergraduate teacher education program (UTEP)

SPED 404/504 Characteristics and Medical Aspects of Disabling Conditions (3 Credit Hours)

This course reviews medical conditions present among individuals with disabilities and implications for classroom instruction.

Prerequisites: Junior standing

SPED 406/506 Students with Diverse Learning Needs in the General Education Classroom (3 Credit Hours)

This course introduces general education teachers to the legal aspects and educational needs of at-risk students and those with disabilities. Emphasis is on characteristics of children with special needs and procedures for effective academic, behavioral, and social integration of these children in the general education classroom.

Prerequisites: junior standing

SPED 411/511 Classroom and Behavioral Management Techniques for Students with Diverse Needs (3 Credit Hours)

This course addresses classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course focuses on the field of applied behavior analysis, including best practices in the areas of data collection, program selection, program implementation, and data analysis. Positive behavior management, supports, and functional behavioral assessment for students with diverse learning needs will be emphasized.

Prerequisites: Junior standing or permission of the instructor

SPED 415/515 Instructional Design II: Curricular Procedures and Individualized Education Planning (3 Credit Hours)

The intent of this course is to provide preservice and in-service teachers with: (a) knowledge of research-based instruction for PreK-12 students with disabilities and those who are gifted; (b) knowledge and skill in using data collection to make decisions about student progress, instruction, program, accommodations and teaching methodology for exceptional learners, and (c) knowledge and skill in planning, developing and implementing individual educational plans and group instruction for diverse exceptional learners who are accessing the general education curriculum and the standards of learning or the adapted education curriculum and the aligned or essentialized standards of learning.

Prerequisites: Passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education

SPED 417/517 Collaboration and Transitions (3 Credit Hours)

This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational services, and transition services for students at-risk and students with disabilities. Emphasis is on successful professional collaboration and effective relationships in educational, transition, and family settings.

Prerequisites: Junior standing

SPED 418/518 Instructional Strategies to Meet Diverse Learning Needs in Math (3 Credit Hours)

This course covers instructional strategies necessary to teach mathematics to students with diverse learning needs in elementary and secondary settings. Students will study and apply pedagogy-based research on how learning takes place and strategies for differentiating instruction for the unique needs of diverse learners. Students will address and apply effective research-based methodology and evaluation standards.

Prerequisites: Junior standing

SPED 428/528 Instructional Strategies for Students Accessing the Adapted Curriculum (3 Credit Hours)

This course addresses the characteristics and instructional strategies of students accessing the adapted curriculum. Emphasis is on assessment, program development, academic, and functional skills instruction. This course addresses the needs of individuals with severe and/or profound multiple disabilities. 45 Hour Practicum

Prerequisites: Junior standing

SPED 432/532 Characteristics of Students with Visual Impairments (3 Credit Hours)

This course provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns.

It considers the educational, conceptual, psycho-social, and physical implications of a visual impairment.

Prerequisites: SPED 400/SPED 500

SPED 433/533 Braille Code (3 Credit Hours)

This course provides instruction in the development, use, and application of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, while acquiring instructional methodologies for teaching children who are blind to read and write. Sources of Braille materials for educational purposes are identified.

Prerequisites: Junior standing

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 434/534 Medical and Educational Implications of Visual Impairments (3 Credit Hours)

Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Practicum requires a minimum of 25 hours.

Prerequisites: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 435/535 Orientation and Mobility (2 Credit Hours)

Provides the foundation for understanding the components and essence of orientation and mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. Practicum of 45 hours required.

Prerequisites: Junior standing

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 436/536 Curriculum and Assessment of Students with Visual Impairments (3 Credit Hours)

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students will practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Practicum requires a minimum of 25 hours.

Prerequisites: Junior standing

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 437/537 Assistive Technology for People with Sensory Impairments (3 Credit Hours)

This course is designed for professionals and/or students interested in serving the visually impaired/blind population or hearing impaired/deaf population. It is designed to heighten the awareness of participants to specific technology and resources available to enhance and improve the ability of individuals with visual and hearing impairments to succeed in school, daily living activities and employment. Knowledge and awareness components of this course will be delivered via distance education.

Prerequisites: Junior standing

Pre- or corequisite: SPED 400 or SPED 500 and SPED 432 or SPED 532

SPED 440/540 Assistive Technology for Diverse Students (3 Credit Hours)

This course provides lectures for pre-service and in-service teachers and related service providers of special populations in the use of assistive technology (AT) devices and services, and augmentative alternative communication (AAC) systems for instructional programs and computer applications. Study will involve compliance with federal and state laws, and national and state standards related to providing assistive technology to diverse students.

Prerequisites: Junior standing

SPED 441/541 Teaching Students with Severe Physical and Sensorimotor Disabilities (3 Credit Hours)

This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Course emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required.

Prerequisites: Junior standing

SPED 460/560 Teaching Preschoolers With Diverse Abilities (3 Credit Hours)

This course prepares students to create high quality learning environments for preschool children (ages 2-5 years) who have diverse strengths and needs. Students will learn how to access curricula and materials, plan for and provide evidence-based instruction, collect data for progress monitoring, and provide adaptations to the environment to support the development of children with and without disabilities. Programming that addresses multiple areas of development, such as social-emotional, communication, motor, and cognition, will be discussed, and students will complete a 10-hour preschool observation.

Prerequisites: Junior standing

SPED 461/561 Developmental Assessment of Young Children with Diverse Abilities (3 Credit Hours)

This course prepares students to use recommended practices for assessing the development of young children with diverse abilities, ages birth to 5 years, in home and inclusive/classroom-based settings. Course content and discussions address the knowledge and skills needed by early intervention, early childhood, and early childhood special educators when gathering developmental information to determine a child's eligibility, plan intervention and educational activities, and monitor progress across time. Practicum of 45 hours required.

Prerequisites: Junior standing

SPED 467/567 Family-Centered Practices in Early Childhood Intervention (3 Credit Hours)

This course prepares professionals to partner with families of infants and toddlers (ages birth-three) with developmental delays and disabilities in early intervention programs. Emphasis is placed on the use of family-centered practices that support caregiver and child learning during visits in homes and other community settings. Strategies for collaborating with team members (including the family), writing Individualized Family Service Plans (IFSPs), and providing effective services that facilitate child development during natural family routines and activities will be discussed.

Prerequisites: Junior standing

SPED 469/569 Communication/Language Development/Intervention for Students with Significant Disabilities (3 Credit Hours)

This course examines symbolic and non-symbolic communication/language development and acquisition. Emphasis is on routine-based communication training, communication/language facilitation strategies, augmentative communication systems, and informal/functional communication/language assessment procedures for students in early childhood special education, students with autism, and students with multiple disabilities.

Prerequisites: Junior standing

SPED 483/583 Field Experience Seminar in Special Education (1 Credit Hour)

Explores issues, problems, concerns and processes related to teaching and entering the profession of teaching. Passing scores on the Virginia Communication and Literacy Assessment (VCLA) and Virginia Reading Assessment (VRA)/ Reading for Virginia Educators (RVE) will be required by the end of the course.

Prerequisites: SPED 313, SPED 400/SPED 500, and SPED 402/SPED 502

Pre- or corequisite: SPED 403

SPED 486/586 Teacher Candidate Internship for Special Endorsement (12 Credit Hours)

Seven weeks will be completed at the elementary level and seven weeks will be completed at the middle/secondary level.

Prerequisites: admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; departmental approval

SPED 495/595 Topics in Special Education (1-3 Credit Hours)

This course offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest in the special education field.

Prerequisites: SPED 400

SPED 497 Independent Study (3 Credit Hours)

Independent study of special topics in special education for undergraduate students.

Prerequisites: Permission of instructor

SPED 500 Foundations of Special Education: Legal Aspects and Characteristics (3 Credit Hours)

The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue of philosophical, legislative, and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. The course includes a broad overview of the characteristics, identification, instructional needs, and accommodation necessary for creating appropriate educational and vocational environments for students with disabilities.

Prerequisites: junior standing

SPED 502 Instructional Design I: Learner Characteristics and Assessment (3 Credit Hours)

The intent of this course is to provide pre-service and in-service teachers with: (a) knowledge of the characteristics of K-12 students with learning differences who are accessing either the general curriculum or the adapted curriculum, and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced and criterion-referenced assessments for exceptional learners. Administering formal and informal assessment tools for the development of an IEP are emphasized. The use of assessment data to improve evidence-based instruction and student performance is discussed.

Prerequisites: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500

SPED 504 Characteristics and Medical Aspects of Disabling Conditions (3 Credit Hours)

This course reviews medical conditions present among individuals with disabilities and implications for classroom instruction.

SPED 506 Students with Diverse Learning Needs in the General Education Classroom (3 Credit Hours)

This course introduces general education teachers to the legal aspects and educational needs of at-risk students and those with disabilities. Emphasis is on characteristics of children with special needs and procedures for effective academic, behavioral, and social integration of these children in the general education classroom.

Prerequisites: junior standing

SPED 511 Classroom and Behavioral Management Techniques for Students with Diverse Needs (3 Credit Hours)

This course addresses classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course focuses on the field of applied behavior analysis, including best practices in the areas of data collection, program selection, program implementation, and data analysis. Positive behavior management, supports, and functional behavioral assessment for students with diverse learning needs will be emphasized.

Pre- or corequisite: a grade of C- or higher in SPED 400 or a grade of B- or higher in SPED 500

SPED 515 Instructional Design II: Curricular Procedures and Individualized Education Planning (3 Credit Hours)

The intent of this course is to provide preservice and in-service teachers with: (a) knowledge of research-based instruction for PreK-12 students with disabilities and those who are gifted; (b) knowledge and skill in using data collection to make decisions about student progress, instruction, program, accommodations and teaching methodology for exceptional learners, and (c) knowledge and skill in planning, developing and implementing individual educational plans and group instruction for diverse exceptional learners who are accessing the general education curriculum and the standards of learning or the adapted education curriculum and the aligned or essentialized standards of learning.

Prerequisites: a grade of C- or higher in SPED 400 and SPED 402 or a grade of B- or higher in SPED 500 and SPED 502, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education

SPED 517 Collaboration and Transitions (3 Credit Hours)

This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational services, and transition services for students at-risk and students with disabilities. Emphasis is on successful professional collaboration and effective relationships in educational, transition, and family settings.

Pre- or corequisite: SPED 400/SPED 500

SPED 518 Instructional Strategies to Meet Diverse Learning Needs in Math (3 Credit Hours)

This course covers instructional strategies necessary to teach mathematics to students with diverse learning needs in elementary and secondary settings. Students will study and apply pedagogy-based research on how learning takes place and strategies for differentiating instruction for the unique needs of diverse learners. Students will address and apply effective research-based methodology and evaluation standards.

SPED 528 Instructional Strategies for Students Accessing the Adapted Curriculum (3 Credit Hours)

This course addresses the characteristics and instructional strategies of students accessing the adapted curriculum. Emphasis is on assessment, program development, academic, and functional skills instruction. This course addresses the needs of individuals with severe and/or profound multiple disabilities. 45 Hour Practicum.

SPED 532 Characteristics of Students with Visual Impairments (3 Credit Hours)

This course provides an overview of the characteristics of and services to persons with visual impairments, including the impact of visual impairment on infants' and children's growth and development, child and adolescent emotional and social development, and family interaction patterns. Considers the educational, conceptual, psycho-social, and physical implications of a visual impairment.

Prerequisites: SPED 400/SPED 500

SPED 533 Braille Code (3 Credit Hours)

This course provides instruction in the development, use, and application of the Braille literary code and its implications for educational/literacy programs for students with visual disabilities. Students will develop the skills to read and write contracted and uncontracted Braille, while acquiring instructional methodologies for teaching children who are blind to read and write. Sources of Braille materials for educational purposes are identified.

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 534 Medical and Educational Implications of Visual Impairments (3 Credit Hours)

Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Practicum of 25 hours required.

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 535 Orientation and Mobility (2 Credit Hours)

Provides the foundation for understanding the components and essence of orientation and mobility. Establishes how the need for independent travel in the blind population created the field of O&M. Explores the philosophy and history of orientation and mobility including cane instruction, dog guides and methods of travel. Addresses techniques in developing orientation skills and basic mobility instruction. Motor and concept skill development are emphasized. Practicum of 45 hours required.

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 536 Curriculum and Assessment of Students with Visual Impairments (3 Credit Hours)

Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Students will practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement. Practicum requires a minimum of 25 hours.

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 537 Assistive Technology for People with Sensory Impairments (3 Credit Hours)

This course is designed for professionals and/or students interested in serving the visually impaired/blind population or hearing impaired/deaf population. It is designed to heighten the awareness of participants to specific technology and resources available to enhance and improve the ability of individuals with visual and hearing impairments to succeed in school, daily living activities and employment. Knowledge and awareness components of this course will be delivered via distance education.

Pre- or corequisite: SPED 400 or SPED 500 and SPED 432 or SPED 532

SPED 540 Assistive Technology for Diverse Students (3 Credit Hours)

This course provides lectures for pre-service and in-service teachers, and related service providers of special populations in use of assistive technology (AT) devices and services, and augmentative and alternative communication (AAC) systems for instructional programs and computer applications. Study will involve compliance with federal and state laws, and national and state educational standards related to providing assistive technology to students with diverse learning needs.

SPED 541 Teaching Students with Severe Physical and Sensorimotor Disabilities (3 Credit Hours)

This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Course emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required.

SPED 560 Teaching Preschoolers With Diverse Abilities (3 Credit Hours)

This course prepares students to create high quality learning environments for preschool children (ages 2-5 years) who have diverse strengths and needs. Students will learn how to access curricula and materials, plan for and provide evidence-based instruction, collect data for progress monitoring, and provide adaptations to the environment to support the development of children with and without disabilities. Programming that addresses multiple areas of development, such as social-emotional, communication, motor, and cognition, will be discussed, and students will complete a 10-hour preschool observation.

SPED 561 Developmental Assessment of Young Children with Diverse Abilities (3 Credit Hours)

This course prepares students to use recommended practices for assessing the development of young children with diverse abilities, ages birth to 5 years, in home and inclusive/classroom-based settings. Course content and discussions address the knowledge and skills needed by early intervention, early childhood, and early childhood special educators when gathering developmental information to determine a child's eligibility, plan intervention and educational activities, and monitor progress across time. Practicum of 45 hours required.

SPED 567 Family-Centered Practices in Early Childhood Intervention (3 Credit Hours)

This course prepares professionals to partner with families of infants and toddlers (ages birth-three) with developmental delays and disabilities in early intervention programs. Emphasis is placed on the use of family-centered practices that support caregiver and child learning during visits in homes and other community settings. Strategies for collaborating with team members (including the family), writing Individualized Family Service Plans (IFSPs), and providing effective services that facilitate child development during natural family routines and activities will be discussed.

SPED 569 Communication/Language Development/Intervention for Students with Significant Disabilities (3 Credit Hours)

This course examines symbolic and non-symbolic communication/language development and acquisition. Emphasis is on routine-based communication training, communication/language facilitation strategies, augmentative communication systems, and informal/functional communication/language assessment procedures for students in early childhood special education, students with autism, and students with multiple disabilities.

SPED 583 Field Experience Seminar in Special Education (1 Credit Hour)

Explores issues, problems, concerns and processes related to teaching and entering the profession of teaching. Passing scores on the Virginia Communication and Literacy Assessment (VCLA), Praxis II: Elementary Education Content Test, and Virginia Reading Assessment (VRA)/ Reading for Virginia Educators (RVE) will be required by the end of the course.

Prerequisites: SPED 313, SPED 400/SPED 500 and SPED 402/SPED 502

SPED 586 Teacher Candidate Internship for Special Endorsement (3 Credit Hours)

Seven weeks will be completed at the elementary level and seven weeks will be completed at the middle/secondary level.

Prerequisites: admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; departmental approval

SPED 595 Topics in Special Education (1-3 Credit Hours)

This course offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest in the special education field.

Prerequisites: SPED 400/SPED 500

SPED 601 English Learners and the Special Education Process (3 Credit Hours)

This course will provide students with information regarding the characteristics of English learners with disabilities, the special education law, and the legal requirements for assessment, evaluation, eligibility determination, and program planning. Progress monitoring, annual reviews, and reevaluation of English learners with disability or suspected of a disability also will be reviewed. The role of parents and community will be examined.

Prerequisites: Permission of the instructor

SPED 602 Principles of Language Learning and Assessment of English Learners with Disabilities (3 Credit Hours)

This course will provide students with knowledge and skills related to first and second language acquisition, language assessment, response to intervention, program planning, data collection and analysis, and the effective use of interpreters. Special attention is focused upon factors that affect second language acquisition, typical and atypical language development, differentiation for English learners with disabilities, and the bilingual brain.

Prerequisites: SPED 601

SPED 603 Language, Literature Content for English Learners With Disabilities in Inclusive Settings (3 Credit Hours)

This course examines language as the key to learning and the integration of speaking, listening, reading and writing to English learners' (EL) literacy development with a focus on ELs with disabilities. Students will learn phonological and orthographic features of words, factors that influence reading comprehension, how to differentiate instruction, how to teach sentence and paragraph writing, and how to develop academic vocabulary in ELs with disabilities.

Prerequisites: SPED 602

SPED 604 Instructional Strategies for English Learners with Disabilities (3 Credit Hours)

This course details current evidence-based practices to teach English learners with disabilities. Students will learn principles of effective evidence-based instructional strategies and guidelines for selecting them, including the use of technology to teach English learners with disabilities.

Prerequisites: SPED 603

SPED 610 Characteristics of Students Accessing the General Curriculum (3 Credit Hours)

The intent of this course is to provide pre-service and currently licensed teachers with (a) knowledge of the characteristics of students with disabilities who are accessing the general curriculum, K-12, including, but not limited to learning disabilities, emotional disabilities, and intellectual disabilities; (b) the ability to recognize etiologies, underlying factors, and contributing conditions that impact student learning, and (c) the cultural impact of disabling conditions.

SPED 611 Instructional Strategies for Students Accessing the General Education Curriculum (3 Credit Hours)

This course emphasizes effective research-based instructional strategies for teaching students with mild/moderate disabilities in grades K-12 who are accessing the general education curriculum. Practicum of 45 hours in middle/secondary-level setting is required.

SPED 613 Human Growth and Development (3 Credit Hours)

This course is designed to give a thorough overview of human development from birth through adolescence and to develop an understanding of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. This course provides an advanced overview of current research and theory in human growth and development and their applications to the classroom. Throughout the course, issues of diversity as it applies to economic, social, racial, ethnic, and religious characteristics will be explored; developmental issues related to giftedness or disability and the impact of family disruptions, child abuse, and substance abuse will be addressed within the context of each topic.

SPED 615 Advanced Classroom and Behavior Management Techniques for Students with Diverse Needs (3 Credit Hours)

This course addresses classroom management techniques and individual interventions based upon behavioral, cognitive, affective, social, and ecological theory and practice. The course focuses on the field of applied behavior analysis, including best practices in the areas of data collection, program selection, program implementation, and data analysis. Positive behavior management, supports, and functional behavioral assessment for students with diverse learning needs will be emphasized.

SPED 618 Advanced Instructional Design I: Learner Characteristics and Assessment (3 Credit Hours)

The intent of this course is to provide pre-service and in-service teachers with: (a) knowledge of the characteristics of K-12 students with learning differences who are accessing either the general curriculum or the adapted curriculum and (b) the ability to develop knowledge and skill in the selection, administration, scoring and interpretation of standardized/norm-referenced and criterion-referenced assessments for exceptional learners. Administering formal and informal assessment tools for the development of an IEP are emphasized. The use of assessment data to improve evidence-based instruction and student performance is discussed. Practicum of 45 hours required.

SPED 620 Advanced Foundations of Special Education: Legal Aspects and Characteristics (3 Credit Hours)

The course provides an introduction and overview of the field of special education from the perspective that it is a subsection of general education and that the field is in transition by virtue of philosophical, legislative, and programmatic changes. Legal aspects, regulatory requirements, and critical analyses of research are addressed. The course includes a broad overview of the characteristics, identification, instructional needs, and accommodation necessary for creating appropriate educational and vocational environments for students with disabilities.

SPED 621 Effective Interventions for Children and Youth with Challenging Behavior (3 Credit Hours)

Students with challenging behavior pose a tremendous challenge to school personnel. Along with the growing incidence of behavior problems, there has been a dramatic increase in the number of research-supported interventions. Emphasis is on assessment of the structural and functional properties of problem behavior to facilitate development of interventions that match the nature and severity of the problem behavior. The course focuses on gaining knowledge of the likely source(s) of challenging behavior, including various strategies to document the environmental determinants of the behavior, establishment of school-wide, classroom-level, and student-specific intervention programs and ways to document the outcome of those interventions. Attention is given to adult- as well as peer-mediated intervention options for problem behavior reduction/replacement among children and youth from diverse backgrounds and across categories of exceptionality. Practicum of 45 hours required.

SPED 622 Advanced Collaboration and Transitions (3 Credit Hours)

This course addresses the complex issues surrounding families and children with disabilities and transitions across the lifespan, as well as effective collaboration with families and professionals to support inclusion and/or effective early intervention services, educational services, and transition services for students at-risk and students with disabilities. Emphasis is on successful professional collaboration and effective relationships in educational, transition, and family settings.

SPED 623 Adv Instructional Design II: Curriculum Procedures and Individualized Education Planning (3 Credit Hours)

The intent of this course is to provide preservice and in-service teachers with: (a) knowledge of research-based instruction for PreK-12 students with disabilities and those who are gifted; (b) knowledge and skill in using data collection to make decisions about student progress, instruction, program, accommodations and teaching methodology for exceptional learners, and (c) knowledge and skill in planning, developing and implementing individual educational plans and group instruction for diverse exceptional learners who are accessing the general education curriculum and the standards of learning or the adapted education curriculum and the aligned or essentialized standards of learning. Practicum of 45 hours required.

SPED 625 Characteristics of Students with Autism Spectrum Disorders (3 Credit Hours)

This course includes a review of characteristics, etiology, prevalence, and perspectives of students with autism spectrum disorders.

SPED 626 Advanced Procedures in Reading and Writing for Students with Diverse Learning Needs (3 Credit Hours)

This course provides the professional educator with a variety of educational procedures for students with disabilities in reading and writing, including diagnostic assessment, causal nature of the disability, and evidence-based instructional strategies. Application of evidence-based practices for assessing and teaching students with disabilities who have severe deficits in reading and writing is emphasized.

SPED 627 Instructional Strategies for Students with Autism Spectrum Disorders (3 Credit Hours)

This course includes a review of intervention strategies for students with autism spectrum disorders. Practicum of 45 hours required.

SPED 628 Instructional Strategies for Students Accessing the Adapted Curriculum (3 Credit Hours)

This course addresses the characteristics and instructional strategies of students accessing the adapted curriculum. Emphasis is on assessment, program development, academic, and functional skills instruction. This course addresses the needs of individuals with severe and/or profound multiple disabilities. Practicum of 45 hours required.

Prerequisites: SPED 400/SPED 500, SPED 411/SPED 511, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education

SPED 630 Teaching Preschoolers with Disabilities (3 Credit Hours)

This course is designed to prepare students in curricula, materials and methods of instruction for preschool-aged (2 to 6 years) children with special needs. Programming for self-help, social, language, motor, and cognitive development are addressed. Data collection, program organization, and classroom planning are also covered. Practicum of 45 hours required.

Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education

SPED 631 Developmental Assessment of Young Children with Diverse Abilities (3 Credit Hours)

This course prepares students to use recommended practices for assessing the development of young children with diverse abilities, ages birth to 5 years, in home and inclusive/classroom-based settings. Course content and discussions address the knowledge and skills needed by early intervention, early childhood, and early childhood special educators when gathering developmental information to determine a child's eligibility, plan intervention and educational activities, and monitor progress across time. Practicum of 45 hours required.

SPED 633 Teaching Students with Severe Physical and Sensorimotor Disabilities (3 Credit Hours)

This course reviews techniques for working with students who have severe physical and sensorimotor disabilities. Emphasis is on proper positioning and handling for students with atypical motor/muscle development who function at developmental levels between birth and five years. Practicum of 45 hours required.

Prerequisites: SPED 400/SPED 500 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education

SPED 636 Cortical and Cerebral Visual Impairment (3 Credit Hours)

This class will provide an overview of cortical visual impairment (CVI) including causes, visual characteristics, assessments, and interventions for students with CVI.

Prerequisites: SPED 400 or SPED 500 and SPED 432 or SPED 532

SPED 637 Infant/Family Intervention and Teamwork (3 Credit Hours)

This course prepares professionals from cross-discipline backgrounds to serve families with children who are at-risk and disabled from birth through age three. Emphasis is placed on the development of the individualized family service plan (IFSP), procedures, materials and curriculum for this population. A family-centered approach is stressed. Practicum of 45 hours required.

Prerequisites: SPED 400/SPED 500, SPED 630, and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education

SPED 638 Teaching Methods for Students with Visual Impairments (3 Credit Hours)

This course emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. It addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. In addition, it provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth.

Prerequisites: passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 639 Braille Reading and Writing (3 Credit Hours)

Provides instruction on transcription of advanced braille codes, including: mathematics (UEB and Nemeth) music, foreign language, and other specialized codes. Introduces techniques for teaching skills in each code. Explores technology tools used to create braille and tactile materials in addition to other assistive technologies used for instruction in STEM content. Practicum requires a minimum of 15 hours.

Prerequisites: SPED 433/SPED 533 and passing scores on Praxis Core Academic Skills for Educator Tests or equivalent as prescribed by the Virginia Board of Education

Pre- or corequisite: SPED 400/SPED 500 and SPED 432/SPED 532

SPED 640 Applied Behavior Analysis: Concepts and Principles (3 Credit Hours)

This course focuses on the concepts and principles of applied behavior analysis; identification of factors that increase or decrease the probability of behavior under specific circumstances.

Prerequisites: Permission of the instructor

SPED 641 Applied Behavior Analysis: Empirical Bases (3 Credit Hours)

Applications of single-case experimental research designs to the analysis of behavior with emphasis on measurement, visual display of data, and interpretation of results.

Pre- or corequisite: SPED 640 or permission of the instructor

SPED 642 Ethics and Professional Conduct for Behavior Analysts (3 Credit Hours)

This course provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's Ethics Code for Behavior Analysts, disciplinary systems, and professional conduct consistent with the practice of applied behavior analysis.

Prerequisites: SPED 640 or permission of the instructor

SPED 643 Applied Behavior Analysis: Assessments and Interventions (3 Credit Hours)

Identification and assessment of problem behavior and socially-appropriate behaviors, implementation of function-based intervention plans, and design of environments to prevent and address problem behavior.

Prerequisites: SPED 640 or permission of the instructor

SPED 644 Applied Behavior Analysis: Applications (3 Credit Hours)

Application of concepts and principles of behavior analysis to a wide range of populations, settings, and behaviors within the context of more sophisticated clinical and professional issues and environments.

Prerequisites: SPED 640, SPED 641, and SPED 643 or consent of the instructor

Pre- or corequisite: SPED 643

SPED 645 Applied Behavior Analysis: Verbal Behavior (3 Credit Hours)

B.F. Skinner's analysis of verbal behavior and the design, development, and implementation of curriculum, language and communication interventions for individuals with language delays.

Prerequisites: SPED 643 or permission of the instructor

SPED 646 Applied Behavior Analysis: Personnel Supervision and Management (3 Credit Hours)

Application of behavior analytic principles and procedures to personnel supervision and management as well as implementation of evidence-based practices to provide effective supervision to enhance personnel performance across a variety of organizational settings.

Prerequisites: Admission to the Applied Behavior Analysis Certificate Program; completion of SPED 640 and SPED 641

SPED 668 Advanced Teacher Candidate Internship for Special Endorsement (9 Credit Hours)

This course provides supervised classroom experiences in settings serving students with disabilities. Enrolled students work collaboratively with classroom teachers to create and implement instructional plans targeting diverse learning needs. Total internship requirement is comprised of 7.5 weeks at the elementary level and 7.5 weeks at the middle/secondary level.

Prerequisites: Admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; departmental approval; passing scores on Praxis Core Academic Skills for Educator Tests (or equivalent as prescribed by the Virginia Board of Education); passing scores on Virginia Communication and Literacy Assessment (VCLA) and the Reading for Virginia Educators (RVE- General Curriculum only); and the endorsement program exit exam

SPED 669 Directed Field Internship Special Education, PreK-12 (3 Credit Hours)

The course provides supervised involvement in a practicum setting where the student and the instructor work together closely to develop curricula and gain expertise in teaching specific topics of importance to special educators. 50 hours per credit.

SPED 670 Transition and Community-Based Instruction (3 Credit Hours)

This course provides an overview of the role of special educators in preparing students with severe disabilities for post-secondary vocational, residential, educational, community, and recreational settings. Emphasis is placed on developing appropriate curricula, involving students and their families in planning, implementing and evaluating transition programs, and helping students to access the services needed to be successful in adult life.

Prerequisites: SPED 400/SPED 500

SPED 671 Positive Behavior Supports (3 Credit Hours)

This course is designed specifically for teachers and other professionals working with individuals who have moderate to severe disabilities, including autism, or with young children who have disabilities. It is required for endorsement in Adapted Curriculum and Early Childhood Special Education. The primary focus is upon the concepts and skills needed (a) to design, implement, and evaluate individualized behavior support programs which derive from functional behavioral assessment, (b) to use effective teaching strategies to build relevant replacement skills, (c) to facilitate generalization and maintenance of skills, (d) to incorporate prevention strategies, (e) to improve the aspects of the student's environment that relate to the problem behavior, and (d) to incorporate, as appropriate, individually designed crisis intervention procedures

Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests

SPED 672 IEP, Assessment & Program Planning for Adapted Curriculum (3 Credit Hours)

This course is designed to develop knowledge and skills about best special education practice in assessment and evaluation for students with severe disabilities, and IEP and educational program planning for those preparing to teach K-12 students with disabilities in the adapted curriculum. Field experience required.

Prerequisites: SPED 400 or SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests

SPED 673 Communication and Severe Disabilities (3 Credit Hours)

This course introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. It addresses the knowledge and skills that are needed to assess the potential AAC user, to make team decisions, to develop and implement instruction, and to evaluate the effects of instruction. The course is also aimed at motivating, building, and expanding communication, choice-making, and social interaction.

Prerequisites: SPED 400/SPED 500

SPED 674 Characteristics of Students with Severe Disabilities (3 Credit Hours)

Examines the academic, social, medical and behavioral characteristics of individuals with severe disabilities such as intellectual disability, autism, traumatic brain injury, and severe/multiple cognitive, physical and/or sensory disabilities. Focuses on etiology, contributing factors, impact on life and family, the challenges of identifying students with disabilities, and the need for intensive instruction, accommodations, and support.

Prerequisites: SPED 400/SPED 500

SPED 675 Foundations of Language and Literacy for Diverse Learners (3 Credit Hours)

This course provides an understanding of the development of emergent and early literacy in developmentally-typical learners and learners with complex language and learning needs, as well as the inter-relationship of language and literacy development. Emphasis will be placed on identifying effective research-based strategies for promoting and enhancing emergent literacy and early reading and writing skills for children and youth with language and intellectual disabilities and English language learners with disabilities. Field experience is required: course participants must identify an appropriate target student and engage in observation and assessment activities with that student and his/her family during the first half of the course. Final product includes the development of a literacy development plan for the student.

Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests

SPED 676 Curriculum and Methods-Severe Disabilities (3 Credit Hours)

This course focuses on current best practices in curriculum and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities.

Prerequisites: SPED 400/SPED 500 and passing scores on the Praxis Core Academic Skills for Education Tests

SPED 677 Consultation and Collaboration (3 Credit Hours)

This course provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers.

Prerequisites: SPED 400/SPED 500

SPED 678 Individualized Supports and Specialized Care of Students with Significant Disabilities (3 Credit Hours)

Provides an understanding of the unique physical, sensory, communication, and health and medical needs of students with significant disabilities, how these needs impact the educational program, how special education and related services are delivered, and how to design academic, functional and behavioral instruction and adaptations to meet those needs.

Prerequisites: SPED 400/SPED 500

SPED 686 Teacher Candidate Internship for Special Endorsement (3 Credit Hours)

Seven weeks will be completed at the elementary level and seven weeks will be completed at the middle/secondary level.

Prerequisites: admission to ODU Teacher Education Program; completion of the approved teacher education program in the specific endorsement area; departmental approval

SPED 695 Topics in Special Education (3 Credit Hours)

This course offers selected topics designed to permit small groups of qualified students to work on subjects of mutual interest in the special education field.

Prerequisites: Permission of Instructor

SPED 697 Independent Study (3 Credit Hours)

Independent study of special topics in special education for graduate students.

Prerequisites: Permission of Instructor

SPED 698 Research Project (1 Credit Hour)

This capstone seminar is one of the culminating assessments for the master's degree in education with a major in advanced special education. Students will design, develop, and deliver an evidence-based professional development program that is aligned with their concentrations. As a culminating activity, this project will reflect the synthesis of coursework, research, and practical experience as these program aspects relate to the needs of school divisions and the education of students from diverse backgrounds.

SPED 701 Historical and Contemporary Research in Special Education (3 Credit Hours)

This course covers contemporary and historical topics related to problem issues in special education. This is a course of study that will enable participants to examine various topics in special education and research a position on an issue.

SPED 702 Cognitive Processes and Learning Strategies for Students with Special Needs (3 Credit Hours)

The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.

SPED 707 Advanced Instructional Procedures in Special Education (3 Credit Hours)

This course provides students with advanced skills in educational planning, development, and implementation for students with learning problems. Techniques focus on inclusive and self-contained classroom arrangements.

Prerequisites: graduate standing

SPED 720 Curriculum and Instruction: Research Into Practice (3 Credit Hours)

This course provides an overview of research methods employed in the field of special education. Current trends related to curriculum and instruction in general and special education will be investigated. Strategies and procedures for identifying learner characteristics and application of that knowledge will be included. Implementation of quality curricular modifications and/or instructional accommodations for students with diverse needs in a variety of educational settings and evaluation of instruction will be addressed.

Prerequisites: SPED 400/SPED 500 or SPED 701/SPED 801

SPED 730 Single Subject Research (3 Credit Hours)

Single Subject Research.

SPED 740 Concepts and Principles in Behavior Analysis (3 Credit Hours)

This course focuses on the basic concepts and principles of behavior analysis and the identification of factors that increase or decrease the probability of behavior under specific circumstances.

Prerequisites: Admission to ODU Applied Behavior Analysis Certificate program

SPED 741 Research Methods in Behavior Analysis (3 Credit Hours)

Applications of single-case experimental research designs to the analysis of behavior, with emphasis on measurement, visual display of data, and interpretation, intervention and plan evaluation, and research ethics.

Prerequisites: Admission to Applied Behavior Analysis Certificate Program and completion of SPED 740 or consent of the instructor

SPED 742 Ethics in Behavior Analysis (3 Credit Hours)

This course provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board's Ethical and Professional Issues including ethics codes and requirements, the BACB's code-enforcement mechanisms, and professionalism relevant to the delivery of behavior-analytic services.

Prerequisites: Admission to the Old Dominion University Applied Behavior Analysis Program and completion of SPED 740 or consent of the instructor

SPED 743 Assessments and Interventions I: Positive Behavior Support (3 Credit Hours)

This course focuses on the identification and assessment of problem behavior and socially appropriate behaviors, the development, implementation, and evaluation of function-based intervention plans, and the design of environments to prevent and address problem behavior.

Prerequisites: Admission to the Applied Behavior Analysis Certificate Program; successful completion of SPED 740 and SPED 741 or consent of the instructor

SPED 744 Theory and Philosophy in Behavior Analysis (3 Credit Hours)

This course focuses on the underlying theoretical and philosophical foundations of behavior analysis. A special emphasis will be placed on radical, contextual, and methodological behaviorism and their historical roots. Applications to behavior-analytic problem solving and case conceptualization in applied settings will be discussed.

Prerequisites: Admission to ODU Applied Behavior Analysis Certificate program and completion of SPED 740 or consent of the instructor

SPED 745 Assessments and Interventions II: Verbal Behavior (3 Credit Hours)

This course focuses on B. F. Skinner's analysis of verbal behavior, assessment of verbal behavior, and the development, implementation, and evaluation of interventions to enhance the communicative repertoire of individuals with complex communication needs.

Prerequisites: Admission to Old Dominion University Applied Behavior Analysis graduate program; successful completion of SPED 740, SPED 741, and SPED 743, or permission of instructor

SPED 746 Organizational Behavior Management (3 Credit Hours)

Application of behavior-analytic principles and procedures to personnel supervision and management as well as implementation of evidence-based practices to provide effective supervision and to enhance personnel performance across a variety of organizational settings.

Prerequisites: Admission to ODU Applied Behavior Analysis Certificate Program and completion of SPED 740 and SPED 741 or consent of instructor

SPED 769 Supervised Fieldwork in Applied Behavior Analysis (3 Credit Hours)

Supervised fieldwork experiences that apply University-approved coursework to instruction of children, youth, and their families in the natural environment. As stated in the BCBA Experience Standards, the purpose of supervised fieldwork experiences is to improve and maintain the behavior analytic, professional, and ethical repertoires of the supervisee and facilitate the delivery of high quality services to clients. Students can enroll in supervised fieldwork hours concurrently with the ODU ABA certificate approved sequence coursework.

Prerequisites: Admission to the ODU ABA certificate program and permission of advisor

SPED 797 Independent Study (3 Credit Hours)

Independent study of special topics in special education for advanced graduate, or doctoral students.

Prerequisites: Permission of Instructor

SPED 801 Historical and Contemporary Research in Special Education (3 Credit Hours)

This course covers contemporary and historical topics related to problem issues in special education. This is a course of study that will enable participants to examine various topics in special education and research a position on an issue.

SPED 802 Cognitive Processes and Learning Strategies for Students with Special Needs (3 Credit Hours)

The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.

SPED 803 Scholarly Writing for Doctoral Students (3 Credit Hours)

This course targets the knowledge and skills required to successfully engage in scholarly writing. Specific course topics include, the use of the American Psychological Association Publication Manual (APA) to guide the basic elements of style (i.e., creating and writing from an outline, manuscript organization, sentence and paragraph construction, marks of punctuation, use of quotations, use of references, bias free language, editing and revising, proofreading, revising drafts, and resubmission), and the development of professional writing skills, such as drafting, writing, editing, revising, responding to reviews, interpreting and synthesizing professional journal articles.

SPED 807 Advanced Instructional Procedures in Special Education (3 Credit Hours)

This course provides students with advanced skills in educational planning, development, and implementation for students with learning problems. Techniques focus on inclusive and self-contained classroom arrangements.

Prerequisites: graduate standing

SPED 815 Alternative Strategies for Elementary Students: Prevention and Intervention (3 Credit Hours)

The intent of this course is to provide pre-service and in-service teachers with the knowledge and skill to collaborate with other professionals to identify and remediate students who are at-risk for school problems due to academic challenges and/or behavior, and to effectively support students with identified mild disabilities in general education classrooms. The course focuses on developing proactive pre-referral interventions and working with general educators to develop and implement effective interventions, accommodations, modifications and supports for students with mild difficulties in general education classes.

Prerequisites: SPED 400/SPED 500, SPED 415/SPED 515, and passing scores on Praxis I or equivalent as prescribed by the Virginia Board of Education

SPED 820 Curriculum and Instruction: Research Into Practice (3 Credit Hours)

This course provides an overview of research methods employed in the field of special education. Current trends related to curriculum and instruction in general and special education will be investigated. Strategies and procedures for identifying learner characteristics and application of that knowledge will be included. Implementation of quality curricular modifications and/or instructional accommodations for students with diverse needs in a variety of educational settings and evaluation of instruction will be addressed.

Prerequisites: SPED 400/SPED 500 or SPED 701/SPED 801

SPED 821 Critical Issues I: Readings in Special Education and Professional Writing (3 Credit Hours)

The intent of this course is to provide doctoral candidates the opportunity to further advance their research and professional writing skills and critically evaluate the quality and empirical evidence of critical and timely topics in special education by conducting systematic literature reviews and meta-analysis of published studies. The course stresses APA writing guidelines and style, conducting literature searches, and writing a product that is suitable for publication.

SPED 822 Critical Issues II: Research and Professional Writing (3 Credit Hours)

This course provides doctoral candidates an opportunity to (a) become familiar with reading, analyzing, synthesizing, and writing research related to their personal professional interests to contribute to the literature, (b) acquire skills related to developing original research, and (c) develop proposals, presentations, and other scholarly skills necessary for promotion and tenure in higher education and professional institutions. Emphasis is placed on the critical analysis of research and synthesis of the literature that identifies research gaps, and the design of a prospective study or dissertation proposal to examine the topic of interest.

Prerequisites: SPED 821

SPED 830 Single Subject Research (3 Credit Hours)

Single Subject Research.

SPED 868 Internship: Research in Special Education (3 Credit Hours)

This course provides doctoral students the opportunity to design and conduct an independent pilot research study in their area of interest under the guidance of a faculty member while refining their research skills. The successful completion of a 3-credit internship is required to fulfill the research competency of the program.

Prerequisites: SPED 830 and FOUN 812

SPED 893 Professional Seminar: Teaching, Research, and Service (3 Credit Hours)

This course prepares doctoral candidates to meet professional standards in teaching, research and service in special education in higher education institutions. Teaching includes an understanding of adult learning and the design, delivery, evaluation of content, and use of technology in college teaching. Research includes recognizing and critically discussing scholarly work, systematically planning and preparing for research, and developing research proposals. Service includes identifying professional organizations and agencies and creating integrated professional development programs. The course is designed to build skills necessary for advancement in higher education and professional institutions.

Prerequisites: SPED 821 and SPED 822

SPED 897 Independent Study: Teaching in Special Education (3 Credit Hours)

This course provides doctoral students the opportunity to teach an undergraduate or graduate-level course in special education using various delivery formats such as in-person, synchronous online, or asynchronous online while gaining experiences in teaching at the university level. The successful completion of this course is required to fulfill the teaching competency of the program.

Prerequisites: Co-teaching the course under the supervision of a faculty member; Permission of instructor

SPED 899 Dissertation (1-12 Credit Hours)

Dissertation.

Prerequisites: Successful defense of prospectus and admission to candidacy

SPED 998 Master's Graduate Credit (1 Credit Hour)

This course is a pass/fail course for master's students in their final semester. It may be taken to fulfill the registration requirement necessary for graduation. All master's students are required to be registered for at least one graduate credit hour in the semester of their graduation.

SPED 999 Doctoral Graduate Credit (1 Credit Hour)

This course is a pass/fail course doctoral students may take to maintain active status after successfully passing the candidacy examination. All doctoral students are required to be registered for at least one graduate credit hour every semester until their graduation.