

Special Education

M.Ed in Special Education (<https://catalog.und.edu/graduateacademicinformation/departmentalcoursesprograms/education/specialeducation/se-med/>)

M.S. in Special Education (<https://catalog.und.edu/graduateacademicinformation/departmentalcoursesprograms/education/specialeducation/se-ms/>)

Graduate Certificate in Autism Spectrum Disorder (<https://catalog.und.edu/graduateacademicinformation/departmentalcoursesprograms/education/educ-cert-asd/>)

Graduate Certificate in Special Education (<https://catalog.und.edu/graduateacademicinformation/departmentalcoursesprograms/education/educ-cert-speded/>)

Graduate Certificate in Special Education: Applied Behavior Analysis (<https://catalog.und.edu/graduateacademicinformation/departmentalcoursesprograms/education/educ-cert-aba/>)

ABA 540. Concepts and Principles in Behavior Analysis. 3 Credits.

This course introduces definitions, characteristics, principles, processes and concepts of Applied Behavior Analysis. In addition, the philosophical assumptions and dimensions of the science of applied behavior analysis, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior will be addressed. Students will learn to differentiate between environmental and mentalistic explanations of behavior, and between conceptual, experimental, and applied analyses of behavior. F,S.

ABA 541. Methods and Applications in Behavior Analysis. 3 Credits.

This course addresses behaviorally-based strategies to establish, strengthen, and weaken target behaviors. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (reinforcement, punishment, extinction, and stimulus control), as well as utilizing appropriate parameters and schedules of reinforcement and punishment. Various procedures combining fundamental behavior principles are reviewed, modeled, practiced, and demonstrated to mastery and fluency. S,SS.

ABA 542. Ethical and Professional Conduct for Behavior Analysts. 3 Credits.

This course introduces ethical and professional considerations relevant in the professional practice of applied behavior analysis as well as the ethical and disciplinary standards of the profession. Students will become familiar with the ethical and professional conduct and legal issues relevant to Board Certified Behavior Analyst-level practitioners, as well as the professional conduct consistent with the practice of applied behavior analysis. F,SS.

ABA 543. Behavior Analytic Supervision and OBM. 3 Credits.

This course will prepare students to take the certification exam sponsored by the Behavior Analyst Certification Board (Board; BACB). Students will learn about trainee and personnel supervision and will also learn to select and implement behavior analytic assessments and interventions to support performance. All course content will be supported by the conceptual and philosophical underpinnings of behavior analysis, and the behavior analytic principles and procedures described in the BACB 6th Edition Test Content Outline. The course will not include content grounded in other theories of personnel and organizational management and will strongly focus on supervisory practices for trainees in the field of applied behavior analysis. S.

ABA 544. Research Methods in Behavior Analysis. 3 Credits.

This course focuses on the measurement of behavior and the analysis of intervention effect using single-subject experimental design. Procedures for collection and display of behavioral data are demonstrated, practiced, and examined for reliability, validity, efficiency, and relevance to a variety of settings, with a focus on educational environments. Individualized measurement procedures are developed and implemented using a variety of single-subject design formats, and the contribution of single-subject research design to education, clinical practice, and scientific inquiry is examined. Ethical considerations of experimental analysis are examined. S.

ABA 545. Assessment and Behavior Change Systems. 4 Credits.

This course will address the process of identifying behaviors targeted for change and the use of behavioral assessment techniques to identify and analyze behavior-environment relations for the purpose of developing successful, functionally-based intervention strategies. Students will learn a variety of methods for behavior assessment, interventions, analysis of interventions, experimental analysis, and interpreting outcomes including the use of practical behaviorally-based assessment tools such as checklists, rating scales, structured observation tools, and curricular assessments. F.

ABA 546. Philosophical Underpinnings of Applied Behavior Analysis. 3 Credits.

This course will focus on the philosophical underpinnings of behavior analysis. Radical behaviorism will be discussed in depth as it relates to many topics including verbal behavior, creativity, reasoning, and thinking. F,SS.

ABA 580. Practicum: Special Education. 1-6 Credits.

Practicum in the study of children and adolescents with disabilities in school and related settings. F,S,SS.

ABA 995. Scholarly Project. 2-3 Credits.

The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor. F,S,SS.

SPED 500. Introduction to Visual Impairment. 3 Credits.

A course which provides an overview of the field of visual impairment to include the following areas of emphases: History/Philosophy; Service-delivery models; medical, psychological and educational implications of partial vision or total blindness; curricula methods and materials; current issues/trends. F.

SPED 501. Diseases and Function of the Eye. 2 Credits.

A course which introduces students to: a) the structural parts of the eye and its functions; b) common ocular conditions and diseases; c) educational implications; d) interpretation of medical eye examination reports; and e) the development of the human visual system. F.

SPED 502. Braille Reading and Writing. 2 Credits.

In this course students learn: 1) to read and write the literary code of grade 2 braille and 2) to teach the literary code of grade 2 braille to students of all ages. Prerequisite: Must demonstrate proficiency in Braille Code I and Braille Code II, or, must enroll in Braille Code II and Braille Reading and Writing concurrently. S.

SPED 503. Orientation and Mobility/Visual Impairment. 2 Credits.

This course introduces students to basic orientation and mobility techniques used by specialists when working with individuals with low vision and blindness. Concept development, kinesiology, tactile map construction, dog guides, electronic mobility devices and parental involvement are topics covered with respect to various populations (i.e., infants, school-age children, and adults). S.

SPED 504. Communication Media and Methods/Visual Impairment. 3 Credits.

This course provides an overview of the communication devices and adaptive technology used by individuals with low vision and blindness. Students learn to read and write the braille codes for mathematics and music, do basic calculations on the abacus, braille and talking calculator and gain familiarity with computers and software currently used in the field. Prerequisite: Consent of instructor. F.

SPED 505. Low Vision Assessment and Remediation. 3 Credits.

A course which focuses on children who have severe visual deficits but with proper training are able to utilize their vision for learning. Effects of low vision are studied with respect to psychological/sociological development, academic learning, skills of independent living, and vocational choice. Methods of assessing visual function are examined with emphasis on adaptations needed in the educational settings. Optical and non-optical aids are compared and evaluated. F.

SPED 506. Introduction to Emotional Behavioral Disorders. 3 Credits.

The historical perspective and the complexities of identification and characteristics of emotional disorders will be covered. Students will gain an understanding of service delivery models within a multisystems approach. F,S,SS.

SPED 507. Introduction to Intellectual Disabilities. 3 Credits.

The historical perspectives and the complexities of identification and characteristics of developmental/cognitive disabilities will be covered. Students will gain an understanding of service delivery models within a multi-systems approach. F,S,SS.

SPED 508. Introduction to Learning Disabilities. 3 Credits.

The historical perspective and the complexities of identification and characteristics of learning disabilities will be covered. Students will gain an understanding of service delivery models within a multisystems approach. F,S,SS.

SPED 509. IEP Development. 2 Credits.

This course is an introduction to the individualized education plan (IEP) process, including an understanding of how to develop and write effective IEPs for students with disabilities. In addition, the IEP template and process used by the state of North Dakota (i.e., TIENET) will be addressed.

SPED 510. Introduction to Early Childhood Special Education. 3 Credits.

An introduction to the field of Early Childhood Special Education, primarily for students interested in entering the field. Issues such as program design, parent involvement, identification, infant education, and effects of disabilities will be covered. F,S,SS.

SPED 511. Identification and Assessment of Young Children with Special Needs. 3 Credits.

A study of the principles and procedures for screening, identifying and evaluating young children with special needs. Emphasis will be placed on exposing students to available assessment instruments and providing opportunities for actual testing of preschoolers. Prerequisite: Admission to one of the master's programs in special education.

SPED 512. Methods and Materials for Preschool Children with Special Needs. 3 Credits.

A comprehensive study of curricula, program development and evidence-based intervention strategies for including young children (ages three to six) with special needs in early childhood settings. Prerequisite: Admission to one of the master's programs in special education. S.

SPED 513. Special Education Resident Teacher Internship. 1 Credit.

This is a culminating field experience for students admitted into the Special Education Resident Teacher Program in the areas of emotional behavior disorders, intellectual disabilities, and learning disabilities. This course is designed for Resident Teachers (RTs) to synthesize information gleaned in coursework while they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: Full admission into the Special Education Resident Teacher Program and consent of instructor. F,S.

SPED 514. Intervention Strategies with Infants and Toddlers. 3 Credits.

This course provides for study into the unique needs of infants and toddlers with disabilities as well as the delivery of intervention services to the very young child with disabilities and his/her family. SS.

SPED 515. Professional Development. 1 Credit.

This course will provide an orientation to the roles and responsibilities of being a resident teacher in special education. Restricted to resident teachers in special education.

SPED 516. Collaborative Authentic Assessment in Early Intervention. 3 Credits.

This course is designed to evaluate the historical perspectives and philosophical basis of early intervention; rationale for early intervention; link between assessment, intervention, and evaluation; early interactions between the developing child and the environment; normal developmental sequences and atypical development. Specific emphasis will be placed on the role of authentic assessment within the paradigm of supporting infants, toddlers and their families through everyday activities. S.

SPED 521. IEP and the Transition Process. 3 Credits.

This course covers the development of a federally mandated Individualized Education Plan (IEP) for students identified with one of the 13 disability areas as defined by IDEA. Additionally, this course focuses on education, personal, and vocational transition for students with disabilities. Assessment and transition program planning will be covered along with interagency collaboration skills and career awareness. F,S,SS.

SPED 522. Introduction to Gifted/Talented Education. 3 Credits.

Historical and evolutionary research, theories, and philosophies for understanding the developmental and social-emotional needs of the more able child from early childhood through adolescence in educational experiences. Characteristics of G/T learners in the intellectual, leadership, academic, and creative realms; asynchrony; stereotypes; comorbidities; issues surrounding the identification of G/T learners. Cultural and societal influences on the field; educational trends. Prerequisite: TL 315 or permission of the instructor.

SPED 523. Assessment in Gifted/Talented Education. 3 Credits.

Formal and informal assessments of characteristics of G/T learners in the intellectual, leadership, academic, and creative realms for identification and qualification for educational programming; assessment of readiness and content mastery. Ongoing assessment, progress monitoring, and data interpretation skills will be practiced. Issues surrounding the identification of G/T learners, including misdiagnosis, stereotyping, and bias will be critically evaluated. Legal issues surrounding this area, and cultural influences on data sources will be explored. Prerequisite: TL 315, and T&L 423 or SPED 551, or permission of the instructor.

SPED 524. Teaching Methods in Gifted/Talented Education. 3 Credits.

Methodological and pedagogical approaches for fulfilling the unique academic, intellectual, creative, social, and emotional needs of the more able child in the educational environment. Exploration and analysis of contributing research, theories, and philosophies for designing differentiated learning opportunities from early childhood through adolescence via multiple modes (i.e. Bloom's Taxonomy, Multiple Intelligence's, technologies, multicultural and creative materials, etc.); educational trends through curriculum design and the integration of formal and informal assessment data and national/state standards to create individualized learning goals through curriculum compacting, tiering, acceleration, academic planning, modifications, and mentorships. Exploration and analysis of curriculum models to suit various learning needs of the asynchronous child with multiple forms of exceptionality (LD, ED, ASD, ELL); legal, cultural, and stereotype issues affecting the implementation of enriched curriculum for the G/T child with comorbidities. Prerequisite: SPED 522.

SPED 525. Legal/Ethical Aspects in Special Education. 3 Credits.

This course covers the theory and study of special education law for children youth with disabilities. F,S,SS.

SPED 528. Advanced Assistive Technology. 3 Credits.

This course covers the types and functions of assistive technology for students with disabilities across a variety of settings, e.g., home, schools and community. Assistive technology assessment and a working knowledge of best practices of assistive technology in the lives of students will be addressed. Identification of funding sources and assistive technology resources will also be covered. S.

SPED 530. Braille Code 1. 2 Credits.

Students will complete seven initial self-paced learning units (chapters) consisting of lessons that will lead them to being a proficient Braille reader and writer. F.

SPED 531. Braille Code 2. 2 Credits.

Students will complete four final self-paced learning units (chapters) consisting of lessons that will lead them to being a proficient Braille reader and writer. Prerequisite: Must demonstrate proficiency in Braille Code I to enroll in Braille Code II. S.

SPED 532. Visual Impairment/Early Intervention. 3 Credits.

This course covers the purpose and principles of early intervention. It addresses the developmental needs of young children with visual impairments and effective strategies to meet those needs. It also covers the role of teachers of students with visual impairment in the early intervention program as well as key aspects of consultation, interdisciplinary collaboration, service coordination, and culturally sensitive family-centered services. S.

SPED 533. Technology for Visual Impairment. 3 Credits.

This course provides an overview of assistive technology used by individuals who are blind or visually impaired. Specific topics include accessibility (e.g., Windows, Mac, IOS, Android), accessing mobile apps, accessing book and print materials, and other technology for users who are blind or visually impaired. S.

SPED 534. Teaching Students with Multiple Disabilities. 3 Credits.

This course provides an overview of educating students who have multiple disabilities including visual impairments, cortical visual impairment, and deafblindness. This includes characteristics, assessment, strategies for essential areas of instruction and transitions. SS.

SPED 550. Foundations of Special Education with Emphasis in ASD, EBD, ID, and LD. 3 Credits.

The course provides an introduction to perspectives and policies for identifying and supporting individuals with intellectual disabilities (ID), learning disabilities (LD), emotional behavioral disorders (EBD), and autism spectrum disorder (ASD). Students will gain an understanding of service delivery models within special education based on a multi-systems approach. The course addresses aspects of diversity for individuals with exceptionalities and their families, and how these complex issues can interact with the delivery of educational and related services. Effective communication and collaboration models are emphasized through a culturally responsive lens. The course is designed around reflective thinking and critical analysis of varied issues related to the provision of quality lifelong supports such as characteristics, prevalence, etiology and educational impact. F,S,SS.

SPED 551. Advanced Assessment in Special Education. 3 Credits.

Theory and practice of assessment, including formal and informal procedures for screening, identification and assessment of students with disabilities. Practical assignment included. Prerequisite: Admission to one of the master's programs in special education. F,S,SS.

SPED 552. Inclusive Methods. 3 Credits.

The study of a variety of methods and materials for teaching and assessing children and youth with learning and behavior problems in the general education classroom.

SPED 554. Advanced Methods: Learning Disabilities. 3 Credits.

The study of specific strategies, methods, and materials for working with students with learning disabilities. Prerequisite: Admission to one of the master's programs in special education.

SPED 555. Advanced Methods: Emotional Behavioral Disorders. 3 Credits.

The study of specific strategies, methods, and materials for working with students with emotional behavioral disorders. Prerequisite: Admission to one of the master's programs in special education. F,S,SS.

SPED 556. Advanced Methods: Intellectual Disabilities. 3 Credits.

This course is a masters level methods course designed for professionals seeking to extend their skills in the areas of instruction, functional (life skills) curriculum, program and curriculum development, and functional behavioral analysis for working with students with moderate to severe intellectual disabilities. Prerequisite: Graduate status and admission to one of the master's programs in special education. F,S,SS.

SPED 557. Progress Monitoring. 3 Credits.

This course covers all aspects of progress monitoring including what it is, how it works, the benefits of progress monitoring, various ways and strategies for conducting progress monitoring and how it functions in a Response to Intervention (RTI) model. Students will learn how to track students in reading, math, and written language by collecting data and then using that data to measure student progress and in instructional decision-making. The strongest research-based strategy for progress monitoring, curriculum-based measurement, will be covered in depth. Prerequisite: Admission to one of the master's programs in special education. F,S,SS.

SPED 558. Response to Intervention. 2 Credits.

This course will address common elements of Response to Intervention (RTI) including definition, components of successful RTI models, establishing RTI teams and building capacity for school-wide RTI implementation, the use of standard protocol in RTI implementation, monitoring progress in academics and behavior within RTI models, understanding guidelines for problem-solving/decision making in RTI, as well as the future direction of RTI. F,SS.

SPED 560. ASD: Foundations and Brain Based Differences. 3 Credits.

This is the foundational course in a sequence of interdisciplinary courses focusing on autism spectrum disorder (ASD). Its central purpose is to gain an understanding of the diagnostic criteria and brain based differences associated with a diagnosis of ASD. The focus is to engage learners in reflective thinking and critical analysis of the impact of brain based differences associated with ASD. F,S,SS.

SPED 561. Methods for Autism Spectrum Disorder. 3 Credits.

This is a required course in a sequence of interdisciplinary courses focusing on autism spectrum disorder (ASD). Its central purpose is to address commonly implemented intervention strategies, particularly those considered to be evidence based or research supported in the field of ASD. This course examines the current literature base supporting various interventions and strategies with a focus on matching the needs and strengths of individuals with ASD to the most appropriate intervention method based on data driven practice and research support for a particular intervention. F,S,SS.

SPED 562. Autism Spectrum Disorder: Supports Across the Lifespan. 3 Credits.

This course is in a sequence of interdisciplinary courses focusing on autism spectrum disorder (ASD). Issues related to parental reactions to diagnosis, stressors at home and school, strategies for empowering families, transitional situations for individuals with ASD, transitions to jobs and college, and legal issues will be explored. The central purpose of the course is threefold: a) to provide current information related to the chronic stressors experienced by caregivers and/or family members of persons with ASD; b) to provide current information regarding career/vocational options related to transitions from high school through adult life; and c) to provide current information regarding legal issues related to the provision of lifelong supports for persons with ASD. Prerequisite: Completed degree from a related field of study. S.

SPED 563. Autism Spectrum Disorder: Medical Issues and Trends. 3 Credits.

This course is in a sequence of interdisciplinary courses focusing on autism spectrum disorder (ASD). The purpose of this course is to examine the historical perspective and complexities of the role of medicine and medically oriented interventions for individuals with ASD. Issues will be explored related to conducting wellness examinations, current and future medication treatments, genetics, collaboration, and resources. Prerequisite: A completed degree from a related field of study. S.

SPED 564. ASD: Structured Teaching. 3 Credits.

This is an elective course in the sequence of interdisciplinary courses focusing on autism spectrum disorder (ASD). Its central purpose is to learn and apply the TEACCH methods with fidelity. There is a focus on the design and implementation of visually supported instruction. This method can be applied to instruction for individuals both with and without ASD. Corequisite: SPED 560 and SPED 561. F.

SPED 565. ASD: Level 1 Supports and Foundations. 3 Credits.

This course is in a sequence of interdisciplinary courses focusing on autism spectrum disorder (ASD), specifically regarding individuals without an accompanying intellectual impairment. This includes those requiring level 1 supports such as high functioning autism, Asperger syndrome, or ASD requiring lower levels of support. Assessment, functional analysis, evidence-based practices, and transition will be addressed. Prerequisite: A completed degree from a related field of study. SS.

SPED 566. Autism Spectrum Disorder: Intensive Early Intervention. 3 Credits.

This is an elective course in the sequence of interdisciplinary courses focusing on children with autism spectrum disorder (ASD) birth to age six. Topics addressed will include basic characteristics of young children with ASD, the developmental implications for the children and their families, and research-supported early interventions utilizing a family-centered approach with an emphasis on natural learning opportunities. Prerequisite: A completed degree from a related field of study. F,SS.

SPED 567. Assessment in Autism Spectrum Disorder. 3 Credits.

This course is a required course in a sequence of interdisciplinary courses focusing on autism spectrum disorder (ASD). This course will address the entire process of program planning for students with ASD including screening, evaluative assessment, ongoing assessment, using assessment to guide intervention planning, and monitoring progress. Students will explore a variety of methods and tools commonly used with individuals with ASD; specifically, standardized assessments, checklists, rating scales, structured observation tools, and curricular based assessments. Its central focus is on assessing the ongoing needs and strengths of individuals with ASD in order to plan successful interventions in further differentiating instruction. S,SS.

SPED 570. The Educational Diagnostician. 3 Credits.

This course studies the roles and responsibilities of an educational diagnostician in a school district and/or special education unit. Prerequisite: Admission to the Doctor of Education program or permission of instructor. On demand.

SPED 571. Social, Emotional, and Behavioral Assessment Measures in Special Education. 3 Credits.

This course is focused on social, emotional, and behavior assessment measures used in special education. Both informal and formal measures are embedded to obtain multiple perspectives for effective school programming. Assessment practices are situated within the federal special education law and culminate with a comprehensive assessment report. Prerequisite: Admission to the Doctor of Education program or permission of instructor. On demand.

SPED 572. Achievement Assessment Measures in Special Education. 3 Credits.

This course is focused on achievement assessment measures used in special education specific to reading, written language, and mathematics. Both formal and informal measures are embedded for individualized school programming based on federal special education law. Prerequisite: Admission to the Doctor of Education program or permission of instructor. On demand.

SPED 578. Behavior Management. 3 Credits.

The study of a variety of effective behavior management and assessment techniques appropriate to the needs of children and youth with special needs. Topics include procedures to increase self-awareness, self-management, self-control, self-reliance, self-esteem, and assessment procedures and techniques for determining behavioral needs. Prerequisite: Admission to one of the master's programs in special education. F,S,SS.

SPED 579. Internship: Behavioral Intervention Specialist. 1-6 Credits.

This is a culminating experience for students in the area of special education. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: Consent of the instructor. F,S,SS.

SPED 580. Practicum: Special Education. 1-6 Credits.

Practicum in the study of children and adolescents with disabilities in school and related settings. Repeatable to 15.00 credits. F,S,SS.

SPED 581. Internship: General Special Education. 1-6 Credits.

This is a culminating experience for students in the area of special education. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: Consent of instructor. F,S,SS.

SPED 582. Internship: Educational Diagnostician. 1-4 Credits.

Professional practice as an educational diagnostician in an approved educational setting. Prerequisite: Admission to the Doctor of Education program or permission of instructor. Repeatable to 4.00 credits. On demand.

SPED 583. Internship: Autism Spectrum Disorder. 1-6 Credits.

This is a culminating experience for students in the area of autism spectrum disorders. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: SPED 560, SPED 561, and consent of the instructor. Repeatable to 6.00 credits.

SPED 584. Internship: Gifted/Talented. 1-6 Credits.

This is a culminating experience for students in the area of gifted/talented. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: SPED 522, SPED 523, and SPED 524, or consent of the instructor. Repeatable to 6.00 credits.

SPED 585. Internship: Visual Impairment. 1-6 Credits.

This is a culminating experience for students who are seeking licensure or an endorsement in the area of visual impairment. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Repeatable up to 6 credits maximum. Prerequisite: SPED 500, SPED 501, SPED 502, and consent of the instructor. Repeatable to 6.00 credits. F,S,SS.

SPED 586. Internship: Emotional Behavioral Disorders. 1-6 Credits.

This is a culminating experience for students in the area of emotional behavioral disorders. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: Consent of the instructor. Repeatable to 6.00 credits. F,S.

SPED 587. Internship: Intellectual Disabilities. 1-6 Credits.

This is a culminating experience for students in the area of Intellectual disabilities. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: Consent of the instructor. Repeatable to 6.00 credits. F,S.

SPED 588. Internship: Learning Disabilities. 1-6 Credits.

This is a culminating experience for students in the area of learning disabilities. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: Consent of the instructor. Repeatable to 6.00 credits. S,SS.

SPED 589. Internship: Early Childhood Special Education. 1-4 Credits.

This is a culminating experience for students who are seeking licensure or an endorsement in the area of early childhood special education. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance. Prerequisite: SPED 510, SPED 511 and SPED 512, and consent of the instructor. Repeatable to 4.00 credits.

SPED 590. Special Topics in Special Education. 1-4 Credits.

Exploration of special topics in the study of special education. May be repeated for different topics. Repeatable to 30.00 credits.

SPED 591. Readings: Special Education. 1-4 Credits.

Designed primarily for advanced graduate students. May be repeated for different topics. Repeatable. F,S,SS.

SPED 593. Independent Project: Special Education. 1-4 Credits.

Designed primarily for advanced graduate students. May be repeated for different topics. Prerequisite: Consent of advisor and Instructor. Repeatable.

SPED 995. Scholarly Project. 2-3 Credits.

The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor. F,S,SS.

SPED 997. Independent Study Report. 2 Credits.

Independent study and preparation of a written report for students taking the non-thesis option in the Master's program. F,S,SS.