Special Education

M.S. in Special Education (http://und-public.courseleaf.com/graduateacademicinformation/departmentalcoursesprograms/education/specialeducation/se-ms)

M.Ed. in Special Education (http://und-public.courseleaf.com/graduateacademicinformation/departmentalcoursesprograms/education/specialeducation/se-med)

Accelerated B.S.Ed. in Early Childhood Education with Minor in Special Education/M.Ed. in Special Education with Specialization in Early Childhood Special Education (http://und-public.courseleaf.com/graduateacademicinformation/departmentalcoursesprograms/education/specialeducation/accel2)


Courses

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 and their implications for education; c) interpretation of medical eye examination reports; and d) special considerations for infant, school-age academic, multiply disabled and adult populations.

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.

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 braile codes for mathematics and music, do basic calculations on the abacus, brailer 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. F.

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 intervention strategies for disabled children ages birth to 6. Prerequisite: Admission to one of the master's programs in special education.

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. Transition to Adult Life. 3 Credits.
This course focuses on education, personal and vocational transition issues for students with disabilities across all grade levels into adult life. Assessment and transition program planning will be covered along with interagency collaboration skills and career awareness.

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 515, 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 Intelligences, 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. 1 Credit.
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.

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 or Corequisite: SPED 530. 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 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, selectivism, 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,SS.

SPED 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. F,S,SS.

SPED 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 found in the Behavior Analyst Certification Board’s Guidelines for Responsible Conduct for Behavior Analysts and Disciplinary and Ethical Standards and Disciplinary Procedures (2012), as well as the professional conduct consistent with the practice of applied behavior analysis. F,S,SS.

SPED 543. Applied Behavior Analysis Supervision Across Settings and Populations. 3 Credits.
This course will focus on client-centered responsibilities across settings, including identification of the problem and selection and implementation of interventions based on biological, medical, and environmental variables. The course will also address management of behavioral services and supervision of those responsible for carrying out behavior change procedures. F,S,SS.

SPED 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. F,S,SS.

SPED 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,S,SS.

SPED 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,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. F,S,SS.

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. Prerequisites: Graduate status and admission to one of the master's programs in special education. F,S,SS.
Prerequisites or corequisites: SPED 560 and SPED 561. F.

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. Introduction to Autism Spectrum Disorder. 3 Credits.

This is the introductory course in a sequence of interdisciplinary courses focusing on autism spectrum disorder. Its central purpose is to encourage parents and caregivers of individuals with autism spectrum disorder to engage in reflective thinking about and critical analysis of the many and varied issues, e.g., identification, educational placement, effective treatments, vocational training, related to the provision of quality lifelong supports for these individuals. Prerequisites: Completed degree from a related field of study, or seniors who have completed TL 315, and are completing an undergrad degree from a related field of study (see dept for approval). F, 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). These courses are focused on early identification and intervention for individuals with ASD, transitioning to school 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 for and family members of persons with ASD, b) to provide current information regarding career/vocational options related to transition from high school through adult life, e.g., young adults, middle-aged adults, older adults, 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. Prerequisites or corequisites: SPED 560 and SPED 561. F, S.

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

This course is in a sequence of interdisciplinary courses focusing on autistic 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 for and family members of persons with ASD, b) to provide current information regarding career/vocational options related to transition from high school through adult life, e.g., young adults, middle-aged adults, older adults, 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. Prerequisites or corequisites: SPED 560 and SPED 561. F, 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 disorders (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. Prerequisites or corequisites: SPED 560 and SPED 561. F, S.

SPED 564. Structured Teaching. 3 Credits.

This is an elective course in the sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to encourage parents and caregivers of individuals with ASD to engage in reflective thinking about and critical analysis of this educational approach for these persons. Prerequisites or corequisites: SPED 560 and SPED 561. F.

SPED 565. Methods for Students with Asperger Syndrome. 3 Credits.

This course is in a sequence of interdisciplinary courses focusing on autistic spectrum disorders (ASD), specifically focusing on those individuals with diagnoses or high functioning autism, Aspergers, and ASD with lower levels of support needed. The purpose of this course is to equip individuals interacting and working with people with high functioning ASD the pertinent background knowledge and experience with the diagnosis and characteristics to effectively implement assessments, functional analysis, various methods and practices, and transition planning to support individuals with ASD and their families. Prerequisite: A completed degree from a related field of study. Prerequisites or corequisites: SPED 560 and SPED 561. 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 autistic spectrum disorder (ASD) birth to age six. Topics addressed will include basic characteristics of children with ASD birth to age six, the developmental implications for these 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. ASD Assessment. 3 Credits.

This course is a required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorders (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. Prerequisite: SPED 560. Corequisite: SPED 561. F, S, SS.

SPED 570. The Educational Diagnostician. 3 Credits.

This course is focused on social, emotional, and behavior assessment measures in special education. 3 Credits.

This course is focused on social, emotional, and behavior assessment measures used in special education. Both formal and informal 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 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 formal and informal 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 to obtain multiple perspectives for effective 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.

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 to obtain multiple perspectives for effective school programming based on federal special education law. Prerequisite: Admission to the Doctor of Education program or permission of instructor. On demand.

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 credits. F, 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 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. Prerequisites: SPED 560, SPED 561, and consent of the instructor. Repeatable to 6 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. Prerequisites: SPED 522, SPED 523, and SPED 524, or consent of the instructor. Repeatable to 6 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. Prerequisites: SPED 500, SPED 501, SPED 502, and consent of the instructor. Repeatable to 6 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 disturbance. 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. Repeatable to 6 credits. F,S,SS.

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 instructor. Repeatable to 6 credits. F,S,SS.

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 instructor. Repeatable to 6 credits.

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. Prerequisites: SPED 510, SPED 511 and SPED 512, and consent of the instructor. Repeatable to 4 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 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 592. Independent Project: Special Education. 1-4 Credits.
Designed primarily for advanced graduate students. May be repeated for different topics. Prerequisites: Consent of advisor and Instructor. Repeatable.

SPED 995. Scholarly Project. 2 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.