SPECIAL EDUCATION, MS

Department of Special Education, College of Education

Vision Statement
The mission of the Special Education and Communication Disorders department is to prepare dedicated practitioners, reflective scholars, and responsible citizens who are unique in their ability to facilitate, design, implement, and evaluate programs for individuals with disabilities. This is accomplished by creating opportunities for the acquisition and maintenance of knowledge, skills, and dispositions as prescribed by the Council for Exceptional Children, the Council on Academic Accreditation in Audiology and Speech-Language Pathology (for graduate program only), and state and federal regulations.

Graduate candidates follow a course of study with accompanying practical experiences that are grounded in learned society theory, research, evidence-based practice, and experience. Our candidates develop essential interpersonal skills that make them valued members of collaborative, interdisciplinary teams in a variety of settings. Thus, each program of study is designed to promote problem-solving skills that enable candidates to continue to broaden their skills and enhance their expertise throughout their professional career. These skills facilitate the recognition and integration of professional ethics with the individual needs and values of the communities they serve.

Program Contact Information
Dr. Philip Nordness, Graduate Program Chair (GPC)
Roskens Hall (RH) 512
402-554-3582
pnordness@unomaha.edu

Program Website (http://www.unomaha.edu/college-of-education/special-education-communication-disorders/graduate/special-education.php)

Other Program-Related Information
Candidates seeking a Master’s degree in special education must meet the criteria for admission to the Graduate College and the Department. Candidates seeking only endorsement in a special education teaching area, but who do not wish to obtain a Master’s degree, must meet the admission criteria to be admitted to the program. Graduate-level hours taken as a non-degree student may be subsequently included in a program of study at the discretion of the Graduate Program Committee and the Dean of Graduate Studies. The department adheres to all restrictions on non-degree students. No student with non-degree status may enroll in an internship course. Graduate candidates follow a course of study with accompanying practical experiences that are grounded in learned society theory, research, evidence-based practice, and experience. Our candidates develop essential interpersonal skills that make them valued members of collaborative, interdisciplinary teams in a variety of settings. Thus, each program of study is designed to promote problem-solving skills that enable candidates to continue to broaden their skills and enhance their expertise throughout their professional career. These skills facilitate the recognition and integration of professional ethics with the individual needs and values of the communities they serve.

Admissions
Application Deadlines
- Fall: July 1
- Spring: November 1
- Summer: April 1

Program-Specific Requirements
- Two Letters of Recommendation
  - Must submit the name and email of two persons who are well acquainted with the applicant’s undergraduate academic work, the applicant’s potential to do graduate work, and/or the applicant’s professional competence.
- Statement of Purpose
  - Include a formal written statement, at least one page in length, of why you want to pursue a Master’s degree in Special Education or Behavior Intervention Specialist. Explain your current job/position, career goals and additional experiences with individuals with disabilities.
- Personal and Professional Fitness Form
- Copy of Teaching Certificate
- All candidates must have completed SPED 4800/SPED 8806 and EDUC 2510 or SPED 8030 (or an equivalent to any of these), and methods courses in reading and math.

Degree Requirements

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Concentration</td>
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<tr>
<td></td>
<td>Select an area of concentration:</td>
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<tr>
<td></td>
<td>Applied Behavior Analysis Concentration</td>
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<tr>
<td></td>
<td>Behavior Intervention Specialist Concentration</td>
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<tr>
<td></td>
<td>Inclusion and Collaboration Concentration</td>
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<tr>
<td></td>
<td>Special Education Generalist</td>
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</table>

Exit Requirements
Once course work is completed candidates must successfully pass a comprehensive examination or write a thesis to receive a Master’s of Science degree.

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td></td>
<td>Comprehensive Examination</td>
<td></td>
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<tr>
<td>SPED 8990</td>
<td>THESIS</td>
<td>1-6</td>
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All candidates should carefully review the Graduate College requirements for forming the Supervisory Committee, Thesis/Thesis Equivalent Proposal Approval Forms and final approval and submission of the thesis. All candidates must complete 6 credit hours in SPED 8990 in order to receive a Master’s of Science degree in special education.

Graduate-Level Internships
All candidates must obtain the permission of their academic advisor prior to applying for and registering for internship. All candidates must complete one (or more) internship experience(s) as part of their preparation. At least

Praxis II Contest Test Information
All candidates are required to receive a passing score on the Praxis II content test in each endorsement area of their preparation prior to the endorsement being recommended.

This link (http://www.ets.org/praxis/ne/requirements) will take you to the ETS website page for the Nebraska Department of Education requirements, which lists the Nebraska requirements for each endorsement area.
one of these experiences must be an all-day, 16-week experience in the endorsement area. **Applications will not be considered unless all materials are submitted by September 15 for Spring internship and February 1 for all Fall internship.**

Upon admission to the internship, the department will issue a permit that allows the candidate to enroll in the appropriate course. It is the candidate's responsibility to apply for the proper course. Professional seminars are required as part of the experience and attendance is mandatory.

Candidates may be removed from their placement at the request of the candidate, department, or school district/community agency.

### Concentrations

#### Applied Behavior Analysis Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPED 8030</td>
<td>TEACHING STUDENTS WITH EXCEPTIONALITIES</td>
<td>3</td>
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<tr>
<td>SPED 4800/8806</td>
<td>SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH</td>
<td>3</td>
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**Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPED 8120</td>
<td>HIGH INCIDENCE DISABILITIES</td>
<td>3</td>
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<tr>
<td>SPED 8156</td>
<td>READING AND WRITING INSTRUCTION FOR STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>SPED 8810</td>
<td>RESEARCH METHODS IN SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td></td>
<td>or PSYC 9100 SMALL N RESEARCH DESIGNS</td>
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</tr>
<tr>
<td>SPED 8820</td>
<td>CHARACTERISTICS OF EMOTIONAL AND BEHAVIORAL DISORDERS</td>
<td>3</td>
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<tr>
<td>SPED 8850</td>
<td>INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 8870</td>
<td>AUTISM SPECTRUM DISORDERS: BEHAVIORAL SUPPORT AND INTERVENTIONS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 8910</td>
<td>ASSESSMENT IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 8980</td>
<td>PROFESSIONAL COLLABORATION</td>
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<tr>
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<td>PSYC 9040</td>
<td>PROSEMINAR LEARNING</td>
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<td>PSYC 9570</td>
<td>APPLIED BEHAVIOR ANALYSIS</td>
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<tr>
<td>PSYC 8550</td>
<td>PSYCHOTHERAPEUTIC INTERVENTIONS</td>
<td></td>
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<tr>
<td>PSYC 8700</td>
<td>ETHICS AND LAW FOR PSYCHOLOGY AND APPLIED BEHAVIOR ANALYSIS</td>
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<tr>
<td>PSYC 9470</td>
<td>PRACTICUM IN APPLIED BEHAVIOR ANALYSIS 1</td>
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**Total Credits**: 36

1. PK-6 must take SPED 8816
2. 7-12 must take SPED 8656

#### Inclusion and Collaboration Concentration

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td></td>
<td>an undergraduate degree in special education</td>
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</tr>
<tr>
<td>SPED 4800/8806</td>
<td>SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH</td>
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<td>TEACHING STUDENTS WITH EXCEPTIONALITIES</td>
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<tbody>
<tr>
<td>SPED 8860</td>
<td>BEHAVIOR MODIFICATION</td>
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<td>SPED 8970</td>
<td>INSTRUCTIONAL STRATEGIES</td>
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<tr>
<td>SPED 8980</td>
<td>PROFESSIONAL COLLABORATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 8930</td>
<td>INCLUSION/COLLABORATION PRACTICUM</td>
<td>3</td>
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<tr>
<td>SPED 8670</td>
<td>MATH INTERVENTIONS</td>
<td>3</td>
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<tr>
<td>SPED 8656</td>
<td>TRANSITION PLANNING</td>
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1. PSYC 9470 (6 credits, 750 hours "Intensive" or 1000 hours "practicum"). Can be started once coursework has been started. Requires BCBA supervisor. Register for 2 credit hours for 3 semesters,
Select six hours in consultation with your advisor.  

**Total Credits**  
36

### Generalist Concentration

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<tr>
<th>Code</th>
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#### Core Courses

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>an undergraduate reading methods course</td>
<td>SPED 8030</td>
<td>TEACHING STUDENTS WITH EXCEPTIONALITIES</td>
<td>3</td>
</tr>
<tr>
<td>an undergraduate math methods course</td>
<td>SPED 8120</td>
<td>HIGH INCIDENCE DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>an undergraduate reading methods course</td>
<td>SPED 8156</td>
<td>READING AND WRITING INSTRUCTION FOR STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>an undergraduate reading methods course</td>
<td>SPED 8810</td>
<td>RESEARCH METHODS IN SPECIAL EDUCATION</td>
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<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>SPED 8236</td>
<td>LANGUAGE DEVELOPMENT AND DISABILITIES FOR TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 8646</td>
<td>METHODS AND MATERIALS IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 8720</td>
<td>INTERNSHIP IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 8816</td>
<td>BEHAVIOR INTERVENTIONS AND SUPPORT</td>
<td>3</td>
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#### Generalist Concentration Option Courses

<table>
<thead>
<tr>
<th>Select one of the following options:</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6 Option--Select three of the following (must be graduate only - 8xx0):</td>
<td>SPED/COUN 8016</td>
<td>MENTAL HEALTH IN SCHOOLS: RICK FACTORS AND INTERVENTIONS</td>
<td>3</td>
</tr>
<tr>
<td>K-6 Option--Select three of the following (must be graduate only - 8xx0):</td>
<td>SPED/COUN 8656</td>
<td>TRANSITION PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>K-6 Option--Select three of the following (must be graduate only - 8xx0):</td>
<td>SPED 8806</td>
<td>SOCIAL EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH</td>
<td>3</td>
</tr>
<tr>
<td>K-6 Option--Select three of the following (must be graduate only - 8xx0):</td>
<td>SPED 8820</td>
<td>CHARACTERISTICS OF EMOTIONAL AND BEHAVIORAL DISORDERS</td>
<td>3</td>
</tr>
<tr>
<td>K-6 Option--Select three of the following (must be graduate only - 8xx0):</td>
<td>SPED 8850</td>
<td>INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS</td>
<td>3</td>
</tr>
<tr>
<td>K-6 Option--Select three of the following (must be graduate only - 8xx0):</td>
<td>SPED 8870</td>
<td>AUTISM SPECTRUM DISORDERS: BEHAVIORAL SUPPORT AND INTERVENTIONS</td>
<td>3</td>
</tr>
<tr>
<td>Or other course as approved by your advisor</td>
<td>SPED/COUN 8656</td>
<td>TRANSITION PLANNING</td>
<td>3</td>
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</table>

7-12 Option:

<table>
<thead>
<tr>
<th>Select two of the following (3 hours out of the 6 hours required must be graduate only - 8xx0):</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-12 Option:</td>
<td>SPED/COUN 8016</td>
<td>MENTAL HEALTH IN SCHOOLS: RICK FACTORS AND INTERVENTIONS</td>
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<td>7-12 Option:</td>
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<td>SOCIAL EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH</td>
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<td>7-12 Option:</td>
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<tr>
<td>7-12 Option:</td>
<td>SPED 8870</td>
<td>AUTISM SPECTRUM DISORDERS: BEHAVIORAL SUPPORT AND INTERVENTIONS</td>
<td>3</td>
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A student can enroll only twice in each graduate course included on a plan of study. If the class is not successfully completed on the second attempt, the student will be dismissed from the program. An enrollment is defined as being enrolled in the course after the last day to withdraw via MavLINK and receive a 100% refund. The last day to withdrawal will be stated in the current academic calendar. In addition to the Quality of Work Standards established by the Graduate College, students may only repeat a graduate level course on a plan of study one time in which they receive any grade, including "W" or "I".

**SPED 8000 SPECIAL PROJECTS (1-3 credits)**  
This course is designed to allow graduate candidates to pursue independent study of a topic under the direction and guidance of a faculty member. Topics studied and the nature of the learning activities is mutually agreed upon by the candidate and instructor.  
**Prerequisite(s)/Corequisite(s):** Permission by the instructor. Not open to non-degree graduate students.

**SPED 8016 MENTAL HEALTH IN SCHOOLS: RICK FACTORS AND INTERVENTIONS (3 credits)**  
This course prepares candidates to exercise their responsibility as mandatory reporters of child maltreatment. More importantly, it will also help them to prevent the occurrence of maltreatment through a range of classroom, school, and community interventions. (Cross-listed with COUN 4010, COUN 8016, and SPED 4010).

**SPED 8030 TEACHING STUDENTS WITH EXCEPTIONALITIES (3 credits)**  
This course is designed to describe the characteristics and learning styles of students with various exceptional learning needs. This course also is intended to provide candidates with a knowledge base for the foundation of special education including the basic procedural flow of referral, identification and instruction and strategies for modifying the learning environment and individualizing instruction.  
**Prerequisite(s)/Corequisite(s):** Graduate standing.

**SPED 8046 WORKSHOP IN SPECIAL EDUCATION OR SPEECH PATHOLOGY (1-6 credits)**  
The purpose of this course is to provide workshops or special seminars in the area of special education and communication disorders. This course will prepare graduate candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. (Cross-listed with SPED 4040).

**SPED 8070 RESEARCH PROJECTS (1-3 credits)**  
The purpose of this course is to allow candidates to participate in research activities other than those related to the thesis. Specific course content and type of research will be dependent on the nature of the intended research and must be approved by the supervising advisor and Department Chair prior to registration.  
**Prerequisite(s)/Corequisite(s):** Must have graduate status and permission.

**SPED 8100 RESEARCH PROJECTS (1-3 credits)**  
The purpose of this course is to allow candidates to participate in research activities other than those related to the thesis. Specific course content and type of research will be dependent on the nature of the intended research and must be approved by the supervising advisor and Department Chair prior to registration.  
**Prerequisite(s)/Corequisite(s):** Must have graduate status and permission.
SPED 8120 HIGH Incidence DISABILITIES (3 credits)
This introductory course is designed to examine characteristics of learners with high incidence disabilities and the impact of those characteristics on learning. The focus will be on the manifestation of disabilities including learning disabilities, behavior disorders, mild to moderate intellectual disabilities, speech and language disorders, attention-deficit hyperactivity disorders, and autism spectrum disorders.
Prerequisite(s)/Corequisite(s): Graduate Standing.

SPED 8156 READING AND WRITING INSTRUCTION FOR STUDENTS WITH DISABILITIES (3 credits)
This course is designed to provide preservice teacher candidates and graduate candidates skills and strategies for instructing students with mild to moderate disabilities that struggle to acquire literacy skills. Emphasis is placed on diagnosis and assessment of specific reading and writing difficulties to determine effective instructional strategies. Instructional strategies will address modifications directed at teaching oral language, reading, writing, and spelling skills.
Prerequisite(s)/Corequisite(s): Admission to the Master of Science degree program in special education or permission of the instructor. Not open to non-degree graduate students.

SPED 8236 LANGUAGE DEVELOPMENT AND DISORDERS FOR TEACHERS (3 credits)
This course is designed to introduce the candidate to the nature and structure of language, current theories of language, normal first and second language development, language disorders, multicultural issues in language assessment, and contemporary classroom management of language deficits. The topics will be examined from an educational perspective to enhance the teachers knowledge of language and to facilitate classroom management of language deficits exhibited by exceptional children in grades pre-K through 12. (Cross-listed with SPED 4230).
Prerequisite(s)/Corequisite(s): Admission to Graduate College

SPED 8240 LANGUAGE DISORDERS IN SCHOOL-AGE CHILDREN (3 credits)
This course focuses on the relationship between spoken and written language and its role in language-based learning disabilities in school-age students. It addresses the characteristics of language and reading impairments; the subtypes of these disorders; and the different diagnostic strategies, assessment tools, and intervention approaches used with them. Various models of language and reading as they relate to development and disorders will be reviewed.
Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology and a course in later (school age) language development. Not open to non-degree graduate students.

SPED 8300 READINGS IN SPECIAL EDUCATION (1-3 credits)
Reading and discussion of current methodological developments, research, and innovations in special education.
Prerequisite(s)/Corequisite(s): Admission to the graduate program in special education. Not open to non-degree graduate students.

SPED 8396 HEARING SCIENCE (3 credits)
This course is designed for undergraduate majors in speech-language pathology and audiology and for graduate candidates in education of the deaf/hard of hearing. The course will include basic terminology, anatomy and physiology of the hearing mechanism, acoustics and physics of sound, the processes of human hearing, elements of basic hearing measurements, psychophysics. This course will prepare speech-language pathology candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. (Cross-listed with SPED 4390).
Prerequisite(s)/Corequisite(s): Admission to Graduate College

SPED 8400 LEARNING DISABILITIES (3 credits)
The purpose of this course is to introduce students to the field of learning disabilities. The course covers the laws that affect students with learning disabilities (No Child Left Behind Act, and the Individuals with Disabilities Education Improvement Act of 2004), characteristics of learning disabilities, definitions, history, assessment, medical aspects, teaching of preschoolers and adolescents, and teaching strategies for pre-academic learning, oral language, reading, writing, mathematics, and social-emotional development. This course will prepare special education candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world.
Prerequisite(s)/Corequisite(s): Graduate standing.

SPED 8410 MOTOR SPEECH DISORDERS (3 credits)
This course is designed to integrate background information from neurophysiology related to motor speech disorders (MSDs). The term motor speech disorders refers to speech deficits and differences resulting from injury to the human nervous system. This course will focus on acquired and developmental movement-based disorders of speech production that impact one or more of the following subsystems of speech: respiration, phonation, resonation, and/or articulation, including the dysarthrias and apraxia of speech. This course will entail clinical description and characteristics of the impairments as well as the psychosocial changes in life activities and participation of individuals who live with MSDs.
Prerequisite(s)/Corequisite(s): SPED 4470 or SPED 8470 or equivalent; graduate standing in Speech-Language Pathology. Not open to non-degree graduate students.

SPED 8420 VOICE DISORDERS (3 credits)
The purpose of this course is to provide candidates the opportunity to study the disorders of voice in depth so that they are able to effectively orchestrate caseloads including this disorder type. Voice disorders of both organic and functional etiology will be studied. Candidates will have opportunities to conduct instrumental voice evaluation techniques. The disorders will be discussed to cover the range of topics including etiology, symptomology, assessment and diagnosis, prognosis, and treatment, both medical and non-medical. Phonatory and resonatory aspects will be included.
Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology. Not open to non-degree graduate students.

SPED 8430 FLUENCY DISORDERS (3 credits)
This course examines the types and causes of rate, rhythm, and stress pattern differences as they relate to child, adolescent, and adult fluency disorders.
Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology. Not open to non-degree graduate students.
SPED 8440 APHASIA & RELATED LANGUAGE DISORDERS (3 credits)
This course is designed to integrate background information from neurophysiology to aphasia and related disorders such as right hemisphere syndrome, traumatic brain injury (TBI), and dementia. The term aphasia refers to linguistic deficits resulting from injury to the human nervous system. This course will focus on acquired cognitive and linguistic-based disorders of the human communication system and will entail clinical description and characteristics of the impairments as well as on the psychosocial changes in life activities and participation of individuals who live with aphasia and/or related disorders.
Prerequisite(s)/Corequisite(s): SPED 4470, SPED 8470 or equivalent; graduate standing in Speech-Language Pathology; not open to non-degree graduate students.

SPED 8470 NEUROPHYSIOLOGY OF SPEECH AND LANGUAGE (3 credits)
The purpose of this course is to provide speech-language pathology graduate candidates an introduction to human neuroanatomy and neurophysiology of the speech, language and hearing mechanisms, across the lifespan. Emphasis is placed on developing an understanding of the neurophysiological underpinnings of human communication and its disorders. Ultimately, the course will prepare speech-language pathology graduate candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world.
Prerequisite(s)/Corequisite(s): Graduate Standing Speech-Language Pathology Majors Only. Not open to non-degree graduate students.

SPED 8486 RESEARCH METHODS IN COMMUNICATION DISORDERS (3 credits)
This course will provide candidates with an introductory set of skills to interpret and evaluate research in communication disorders and closely related fields. In addition, this course will provide candidates with basic knowledge regarding research designs and analyses commonly used in communication disorders and related fields. The content addressed in this course will prepare candidates to judiciously evaluate evidence-based practice and apply the scientific method to clinical decision-making. It offers an opportunity to cultivate critical thinking skills imperative to becoming dedicated practitioners, reflective scholars, and responsible citizens who can adeptly meet the ever-evolving challenges of their profession. (Cross-listed with SPED 4480).
Prerequisite(s)/Corequisite(s): This course is designed for graduate and undergraduate students majoring in speech-language pathology and is a required course for speech-language pathology candidates.

SPED 8500 BASIC CLINICAL PRACTICUM IN SPEECH-LANGUAGE PATHOLOGY (2 credits)
These courses are designed to provide the speech-language pathology candidate with experiences of a clinical nature prior to intensive participation in practica in the educational, medical, clinical, and/or other rehabilitation settings.
Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology, 3.0 GPA overall. Permission from program faculty. Not open to non-degree graduate students.

SPED 8510 EDUCATIONAL EXTERNSHIP IN COMMUNICATION DISORDERS (4 credits)
This course is designed to provide the speech-language pathology candidate with experiences of a clinical nature in educational settings. The purpose of the course is to advance the candidate’s skills in the evaluation and management of communication and swallowing disorders.
Prerequisite(s)/Corequisite(s): Three semesters of SPED 8500 unless otherwise indicated plus permission. Not open to non-degree graduate students.

SPED 8520 MEDICAL EXTERNSHIP IN COMMUNICATION DISORDERS (4 credits)
This course is designed to provide the speech-language candidate with experiences of a clinical nature in medical settings. The purpose is to advance the candidates’ skills in the evaluation and management of communication and swallowing disorders.
Prerequisite(s)/Corequisite(s): Three semesters of SPED8500 unless otherwise indicated plus permission. Not open to non-degree students.

SPED 8530 SEMINAR IN SPEECH-LANGUAGE PATHOLOGY (3 credits)
This course is designed to provide intensive discussion of research or problems of current professional interest based on current literature in speech-language pathology. This course will prepare candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world.
Prerequisite(s)/Corequisite(s): Graduate standing

SPED 8540 AUTISM SPECTRUM DISORDERS (2 credits)
This course is designed to familiarize candidates with the features of and interventions for individuals with autism spectrum disorders. The course will emphasize current research into various methodologies for social and communication skills.
Prerequisite(s)/Corequisite(s): Co-requisite: SPED 8560. Admission to the Graduate College. Not open to non-degree graduate students.

SPED 8556 SPECIAL NEEDS STUDENTS FROM DIVERSE COMMUNITIES (3 credits)
The purpose of this course is to study the impact of cultural and linguistic diversity on communication, learning, and behavior. The contrast between what is considered ‘normal’ language / learning development and in the presence of culturally and linguistically diverse (CLD) P-12 students will receive special emphasis. (Cross-listed with SPED 4550).

SPED 8560 AUGMENTATIVE & ALTERNATIVE COMMUNICATION (2 credits)
This course is designed to introduce the candidate to the nature and process of augmentative and alternative communication (AAC), current theories and models of AAC, basic elements of AAC systems, and contemporary AAC clinical practices and principles. Topics will be examined from educational and rehabilitational perspectives as they relate to assessment, prescription, implementation and evaluation. The course will emphasize practical solutions in AAC for children and adults using both high technology and other less-complex communication strategies. This content is intended to prepare candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world.
Prerequisite(s)/Corequisite(s): Graduate standing in Speech-Language Pathology program; co-requisite: SPED 8540.

SPED 8570 DYSPHAGIA (3 credits)
This course is designed to integrate background information from neurophysiology to dysphagia. The term dysphagia refers to swallowing disorders resulting from congenital birth anomalies (i.e., cleft palate, cerebral palsy, etc.) as well as acquired injury to the central nervous system (i.e., stroke, head injury, etc.). This course will introduce candidates to bedside, radiographic, and endoscopic assessment procedures as well as direct, indirect, and medical management techniques of dysphagia. Additionally, this course will provide clinical description and characteristics of swallowing impairments as well as on the psychosocial changes in life activities and participation of individuals who live with dysphagia.
Prerequisite(s)/Corequisite(s): SPED 4470 or equivalent, graduate standing in speech-language pathology. Not open to non-degree graduate students.
SPED 8590 LANGUAGE DISORDERS: BIRTH TO FIVE (3 credits)
This course is designed to provide candidates with knowledge about communicative disorders in young children within a multicultural and global framework. It will cover assumptions underlying current approaches to the evaluation and treatment of language disorders in the developing child. Major emphasis will be upon the theoretical foundations of the study and treatment of communication disorders in children from birth to age five. 
Prerequisite(s)/Corequisite(s): SPED 4420 or equivalent.

SPED 8600 MENTAL RETARDATION (3 credits)
This course introduces candidates to concepts related to mental retardation/developmental disabilities such as definitions, identification, etiology, and assessment of persons with mental retardation as well as current models and research in the areas of residential, vocational, educational, and recreation/leisure programming in least restrictive settings. This course will prepare undergraduate and graduate candidates as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. (Cross-listed with SPED4600)
Prerequisite(s)/Corequisite(s): Graduate standing

SPED 8646 METHODS AND MATERIALS IN SPECIAL EDUCATION (3 credits)
This course is designed to describe the various instructional methods that have been used successfully in supporting students with disabilities in a variety of settings. This course is also intended to provide pre-service and in-service candidates with knowledge and many evidence-based teaching strategies essential for modifying the learning environment and individualizing instruction for students with disabilities. In addition, teaching methods will focus on academic curriculum lesson planning, development of IEPs, selection of instructional methods and materials, and universal design for learning (UDL). (Cross-listed with SPED 4640).
Prerequisite(s)/Corequisite(s): Admission into a Special Education Master’s program and SPED 8120. Not open to non-degree students.

SPED 8656 TRANSITION PLANNING (3 credits)
Curriculum oriented for teachers and related professionals to work with the career development and transition of individuals with disabilities within a multicultural and global society. Includes information for elementary through adulthood with emphasis on transition from high school to community living. (Cross-listed with COUN 8656, SPED 4650).
Prerequisite(s)/Corequisite(s): EDUC 2510 or SPED 1500.

SPED 8670 MATH INTERVENTIONS (3 credits)
The purpose of this course is to prepare graduate candidates to teach, co-teach or consult in the area of mathematics interventions. Graduate candidates will examine and apply the existing research in mathematics instruction for students with exceptional needs.
Prerequisite(s)/Corequisite(s): Admission to the graduate program in Special Education. Not open to non-degree graduate students.

SPED 8700 SEMINAR IN SPECIAL EDUCATION (3 credits)
The seminar in Special Education is designed to be one of the very last courses taken by a master’s degree candidate. Content covers a wide range of topics such as: 1) continuum of care; 2) educational and community service systems; 3) legislation; 4) family concerns; and 5) comparative special education. Each candidate develops a teaching module on one of the course topics, which is discussed and evaluated in class.
Prerequisite(s)/Corequisite(s): Graduate standing.

SPED 8716 INTERACTIONS AND COLLABORATION (3 credits)
This course is offered to investigate the building blocks of collaboration. Effective interpersonal communication and collaboration skills are presented as the foundation necessary to build relationships among school personnel, families and community members. (Cross-listed with SPED 4710).
Prerequisite(s)/Corequisite(s): Admission to Graduate College

SPED 8720 INTERNSHIP IN SPECIAL EDUCATION (3 credits)
This special education internship course provides candidates with either inservice experience or placement in a school program for students with exceptionalities at an academic level commensurate with the candidate’s desired level of endorsement (K-6 or 7-12).
Prerequisite(s)/Corequisite(s): Admission to the graduate program in the desired endorsement, completion of 30 hours of required course work, and permission. Not open to non-degree graduate students.

SPED 8730 ADVANCED INTERNSHIP IN SPECIAL EDUCATION (3 credits)
This course provides candidates with a second semester of classroom experience teaching students with disabilities. This experience is for graduate candidates who are extending their initial endorsement to complete a PK-12 endorsement.
Prerequisite(s)/Corequisite(s): Admission to the graduate program in the desired endorsement and completion of SPED 8720 or equivalent. Not open to non-degree graduate students.

SPED 8806 SOCIAL EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH (3 credits)
This course is designed to prepare teacher candidates and graduate candidates with the understanding of the psychological, biological and environmental factors that affect the social-emotional development of children and adolescents. Emphasis is placed on the interaction of these factors for children with exceptional learning needs and the implications for the learning environment. (Cross-listed with SPED 4800).
Prerequisite(s)/Corequisite(s): Graduate standing.

SPED 8810 RESEARCH METHODS IN SPECIAL EDUCATION (3 credits)
This course is designed to provide an examination of the theoretical approaches to conducting educational research, research design and analysis, and interpretation and evaluation of existing research in special education and related fields.
Prerequisite(s)/Corequisite(s): SPED 8120 or permission from the instructor. Not open to non-degree graduate students.

SPED 8816 BEHAVIOR INTERVENTIONS AND SUPPORT (3 credits)
This course introduces a variety of practical interventions that teachers may use to support the positive classroom behavior of all students within a tiered model. Universal, targeted, and individualized strategies are presented. (Cross-listed with SPED 4810).

SPED 8820 CHARACTERISTICS OF EMOTIONAL AND BEHAVIORAL DISORDERS (3 credits)
This course is designed to assess and examine the causes and characteristics of behavioral disorders, which constitute internalizing, externalizing, and pervasive developmental disorders. Extensive use of the case study method will be used.
Prerequisite(s)/Corequisite(s): Admission to the Master of Science degree program in special education.
SPED 8830 INTERNSHIP IN BEHAVIORAL DISORDERS (3 credits)
This course provides candidates with either in-service experience or placement in a school program for students with Behavioral Disorders at an academic level commensurate with the candidate's desired level of endorsement (PK-9, or 7-12).
Prerequisite(s)/Corequisite(s): Admission to the graduate program in special education with an emphasis in behavior intervention specialist, completion of 30 hours of the required coursework, and permission by the department. Not open to non-degree graduate students.

SPED 8840 ADVANCED PRACTICUM IN BEHAVIOR INTERVENTION SPECIALIST (3 credits)
This course provides candidates with additional experiences in working with students with disabilities who present challenging behaviors, including emotional disturbance and autism, at an academic level (PK-6, or 7-12) that is at a different level from their previous clinical practice or internship.
Prerequisite(s)/Corequisite(s): Behavior Intervention Specialist program and permission. Not open to non-degree graduate students.

SPED 8850 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS (3 credits)
The focus of the course will be on interventions which have been effective with students with behavior disorders which include life space intervention, social skills training, anger management, and cognitive behavior modification in multi-cultural settings.
Prerequisite(s)/Corequisite(s): Graduate standing and successful completion of SPED 8820, not open to non-degree students.

SPED 8860 BEHAVIOR MODIFICATION (3 credits)
This course is designed to equip candidates with the skills necessary to assess, modify, and evaluate behavior in accordance with best practice and research-based approaches. In addition, this course will train candidates on how to conduct a functional behavioral assessment and create behavioral intervention plans in accordance with IDEA.
Prerequisite(s)/Corequisite(s): Admission to the graduate program in special education. Not open to non-degree graduate students.

SPED 8870 AUTISM SPECTRUM DISORDERS: BEHAVIORAL SUPPORT AND INTERVENTIONS (3 credits)
This course is designed to provide information on the behavioral characteristics, instructional needs and necessary curriculum development specifically for children and youth with autism spectrum disorder (ASD).
Prerequisite(s)/Corequisite(s): Admission to the graduate program in special education. Not open to non-degree graduate students.

SPED 8890 SPECIAL EDUCATION LAW (3 credits)
The purpose of this course is to research and explore legal and policy issues affecting special education within our schools. Case law will be examined to ensure effective special education programs for children and youth with disabilities.
Prerequisite(s)/Corequisite(s): Graduate Standing. Not open to non-degree graduate students.

SPED 8910 ASSESSMENT IN SPECIAL EDUCATION (3 credits)
This course provides an overview of measurement and evaluation concepts, strategies, and techniques that are appropriate for students with special needs. Graduate candidates will implement and analyze formal and informal assessments using a systematic and comprehensive approach. Emphasis is placed on those assessment strategies that yield objective data regarding individual learning characteristics that provide a basis for educational decision making.
Prerequisite(s)/Corequisite(s): Graduate standing and SPED 8120

SPED 8920 SPECIAL EDUCATION LEADERSHIP (3 credits)
The purpose of this course is to examine special education administration and leadership issues. This course will focus on policies and procedures necessary to effectively provide leadership to programs for children and youth with disabilities.
Prerequisite(s)/Corequisite(s): Graduate standing. Not open to non-degree graduate students.

SPED 8930 INCLUSION/COLLABORATION PRACTICUM (3 credits)
This course provides candidates with a practicum experience in the inclusion/collaboration specialty area with emphasis across PK-12 settings.
Prerequisite(s)/Corequisite(s): Admission to the graduate program in inclusion/collaboration and permission by the department. Not open to non-degree graduate students.

SPED 8960 ADVANCED ASSESSMENT AND INTERVENTION (3 credits)
This course provides graduate candidates with in-depth practicum experiences in the administration and interpretation of standardized academic achievement measures, criterion-referenced tests, informal assessments, and progress monitoring with children experiencing learning difficulties. Emphasis is placed on utilizing assessment information in order to develop and monitor intervention plans.
Prerequisite(s)/Corequisite(s): Admission to the Master of Science degree program in special education; SPED 8910, SPED 8646, SPED 8156, and SPED 8970; or have permission from the instructor. Not open to non-degree graduate students.

SPED 8970 INSTRUCTIONAL STRATEGIES (3 credits)
This course is designed to prepare candidates to work in collaboration with other professionals and parents to create a learning environment that enhances the potential for academic success and improvement of instructional practices. The focus will be on collaborative problem solving. (Cross-listed with TED 8850).
Prerequisite(s)/Corequisite(s): Admission to Graduate College.

SPED 8990 THESIS (1-6 credits)
This course is intended for all graduate candidates in the Department of Special Education and Communication Disorders who are seeking a Master of Arts degree. The candidate is expected to generate and complete an independent research project under the guidance of a thesis advisor.
Prerequisite(s)/Corequisite(s): Permission of Thesis Committee Chair and TED 8010. Not open to non-degree graduate students.