

# SPECIAL EDUCATION (SPECED)

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## Courses

### **SPECED 535 EARLY CHILDHOOD ASSESSMENT AND EVALUATION 4 Units**

This class is designed to assist candidates in acquiring skills related to the assessment of young children through authentic/informal approaches (observational play-based approaches, functional assessment strategies, and other criterion-referenced instruments) and norm-referenced assessments. This class provides candidates with knowledge of the legal and ethical considerations related to assessing young children (Birth through grade 3). Candidates will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, interpreting results and writing reports, linking assessment results with IEP/IFSP goals and outcomes, and communication with parents and other professionals.

### **SPECED 560 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOM 3 Units**

The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

### **SPECED 565 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS 2 Units**

This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with disabilities or at risk for developmental delays within the family setting. Content includes an examination of legislative action that calls for intervention services for the birth to three populations in natural settings, screening and assessment procedures, eligibility criteria for service delivery, how to facilitate the individualized family service plan (IFSP) process when working closely with and supporting families, and team collaboration styles. Graduate students will complete a self-directed research project focused on performing some competency related to young children with disabilities.

### **SPECED 576 MEDICAL ASPECTS OF DISABILITY 3 Units**

Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and prenatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance

PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR

### **SPECED 640 ADVANCED BEHAVIOR INTERVENTION STRATEGIES 3 Units**

The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided. Students fulfill independent field experiences.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION

### **SPECED 644 PLANNING FOR INDIVIDUAL NEEDS I 3 Units**

This class provides a foundation for understanding current frameworks, service delivery models, and best practices in early childhood special education. Students learn about the coaching and consultation process, how to collaborate effectively with others, approaches to individualizing instruction, and how to facilitate the individualized education program (IEP) process when working with young children with disabilities and their families.

### **SPECED 645 PLANNING FOR INDIVIDUAL NEEDS II 3 Units**

This class provides students with the skills to develop and adapt curriculum and instructional strategies within a multi-tiered system of support to meet the educational needs of young children who require individualized instruction. The emphasis is on providing intervention in inclusive environments. Students learn naturalistic and systematic instructional approaches to meet the needs of young children with disabilities including those with autism spectrum disorders and other developmental disabilities. Graduate students will complete a self-directed project geared towards a particular topic covered in the course.

### **SPECED 661 STANDARD ASSESSMENT FOR DIVERSE LEARNERS 3 Units**

This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

### **SPECED 662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, ID 3 Units**

A course to develop advanced diagnostic skills for elementary through secondary students with mild/ moderate disabilities (LD, EBD, ID). Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues and trends are discussed.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION

### **SPECED 676 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES 3 Units**

This class provides methods, strategies, and interventions for working with individuals with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information related to the care, instruction, and programming, medical aspects and terminology, positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for individuals with severe and profound disabilities. Graduate students will complete a self-directed project involving additional research focused on developing curriculum methods and materials for students with multiple disabilities.

**SPECED 680 STUDENT TEACHING SEMINAR AND CAREER PREPARATION 3 Units**

This culminating student teaching seminar supports teacher candidates as they reflect on how, when, and why specific evidence-based practices are implemented in public school and alternative school settings. Teacher candidates will explore respective roles and responsibilities of all school personnel. Attention is given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department summative signature assessments including unit plans, an IEP, FBA, and BIP along with reflection journal submissions.  
COREQ: SPECFLD 789 OR SPECFLD 793

**SPECED 685 SPECIAL ED ALTERNATIVE WISCONSIN FOUNDATIONS OF READING TEST 1 Units**

This capstone course is designed to meet the professional licensing requirement of passing the Wisconsin Foundations of Reading Test in an alternative portfolio format required for Wisconsin Cross Categorical Special Education teachers. Participants will complete the required portfolio content to pass the Alternative WIFORT including documentation of required course grades, intensive intervention planning (phonological awareness, phonics, and fluency), integrative thematic unit instruction plans (vocabulary, comprehension, and fluency), and completion of a minimum of two instructional observations and coaching sessions by a Wisconsin certified Reading Specialist addressing phonological (phonemic) awareness, phonics, fluency, vocabulary, and reading comprehension.

**SPECED 690 WORKSHOP *Repeatable* 1-10 Units**

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

**SPECED 694 SEMINAR - SPECIAL EDUCATION *Repeatable* 1-3 Units**

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

**SPECED 696 SPECIAL STUDIES *Repeatable* 1-4 Units**

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

**SPECED 700 LEGAL FOUNDATIONS OF SPECIAL EDUCATION 3 Units**

The purpose of this course is to provide an in-depth graduate level theoretical foundation of the field of special education. Historical trends and current issues in the field of special education will be explored with an emphasis upon the impact these issues have on current practice. Current special education law and its interaction with practice will also be explored.

**SPECED 701 ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION *Repeatable* 3 Units**

This course provides the post-baccalaureate student with the knowledge and skills to understand, interpret, and apply single-case design methods within the large context of research design in education. Students will learn how to evaluate single-case design research studies in order to understand current research related to the behavioral intervention. In addition, students will learn how to conduct single-case design research in order to evaluate their own intervention programs.

**SPECED 702 REFLECTIVE PRACTICE AND ACTION RESEARCH 3 Units**

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations.

PREREQ: GRADUATE STANDING

**SPECED 703 PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP 3 Units**

This course will examine school reform and collaborative leadership from a Special Education perspective. Specifically, the course will provide students with strategic skills to promote collaborative problem-solving approaches to the development of policy and practice that will promote the development of learning communities and the revitalization of the quality of learning for all children. Students will participate in practical activities that will enhance their ability to assume informal and formal leadership roles within and across professions impacting Special Education.

**SPECED 704 APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION 3 Units**

Under the mentorship of the faculty advisor, the student will reflect and implement an Action Research proposal at the classroom, school and / or district level. The synthesis and summary of the findings will be disseminated via multiple formats, e.g. poster sessions, conference presentations, journal articles and the sharing of information at professional gatherings. The Action Research study will be a tool for producing artifacts that can be integrated into appropriate professional portfolios to enhance professional development, career mobility of qualification for NBPTS certification.

PREREQ: SPECED 700, SPECED 701, SPECED 702, EDFOUND 740 OR CONSENT OF DEPARTMENT CHAIRPERSON

**SPECED 706 TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS 3 Units**

This course examines specific vocational assessment strategies using an ecological approach to in-school data collection. Assessment of occupational interests, aptitude, and learning styles in relationship to IEP development, placement within specific occupational clusters, and successful transition to post-secondary training and/or employment environments is presented.

**SPECED 707 FOUNDATIONS OF AUTISM SPECTRUM DISORDER *Repeatable* 3 Units**

The purpose of this course is to provide an in-depth graduate level introduction to the foundations of autism spectrum disorder. This course includes an overview of autism spectrum disorder, including discussion of diagnostic issues, philosophical issues, research on the biological and psychosocial bases of the disorders, as well as an overview of intervention techniques and legal issues. The basic principles of behavioral analysis are covered.

PREREQ: SPECED 205 OR CONSENT OF INSTRUCTOR

**SPECED 708 METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS 3 Units**

This course provides students with methods of instructing children with autism spectrum disorders. The focus will be on developing functional skills based upon individual children's needs. Methods of instruction will include applied behavior analysis, sensory integration, TEACCH, and functional and ecological assessment procedures.

PREREQ: SPECED 707 OR CONSENT OF INSTRUCTOR

**SPECED 709 ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS 3 Units**

The purpose of this course is to provide students with specialized training in applied behavior analysis. This course will provide in-depth training in advanced concepts related to changing behavior, maintaining behavior change, teaching skills and making data-based intervention decisions. In addition, this course will discuss the ethical issues related to behavior change.

**SPECED 711 ETHICS IN RESEARCH AND APPLIED BEHAVIOR ANALYSIS 3 Units**

This course is designed to meet professional standards involving ethics, as outlined by the Fourth Edition Task List of the Behavior Analyst Certification Board. This course has been developed for prospective therapists, researchers, and educators who are seeking certification as a Board Certified Behavior Analyst.

**SPECED 712 PHILOSOPHY OF APPLIED BEHAVIOR ANALYSIS 3 Units**

This course will explore the philosophical underpinnings of applied behavior analysis (ABA) as well as understand the dimensions of ABA as a science. Students will learn to distinguish between behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by applied behavior analysis.

**SPECED 713 ASSISTIVE TECHNOLOGY FOR INCLUSION 3 Units**

This course focuses on Assistive Technology (AT) differentiated instruction (DI), Universal Design for Learning (UDL), and Sheltered Instruction. Students will learn about the communication, social, behavioral, cognitive, and academic characteristics of individuals with disabilities, as well as how to use assistive technology to support their learning needs. Additionally, students will gain a thorough understanding of the key components of the Technology-Related Assistance Act of 1988 (Tech Act), the Individuals with Disabilities Education Act (IDEA-1975 and 2004), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

**SPECED 714 ASSISTIVE TECHNOLOGY AND NEURODIVERGENCE 3 Units**

Students will learn about the fundamental human functional abilities and limitations, as well as the AT services available in school-based and virtual settings. They will gain a better understanding of assistive technology software and devices tailored to students with disabilities, with a focus on neurodivergent students, such as adaptive interfaces and interactive technology systems for learning and accessibility. Furthermore, students will learn the principles of assistive technology assessment procedures for developing an assistive technology integrated plan. Students will learn about the benefits and limitations of assistive technology options. They will interpret and evaluate assistive technology intervention research studies.

**SPECED 715 SUPERVISION OF PROGRAMS AND PERSONNEL IN ABA 3 Units**

This course is focused on learning how to implement evidence-based supervision practices. Students will learn how to train, support, monitor, and give feedback to supervisees. Practices for creating and maintaining healthy work environments will be explored. Students will also learn how to manage behavior programs and make decisions about necessary changes.

**SPECED 720 SOCIAL AND EMOTIONAL LEARNING 3 Units**

The purpose of this course is to provide PK-12 teachers with specific strategies for supporting students and their own social/emotional well-being in the classroom. Emphasis will be on classwide strategies for promoting social/emotional development, creating, building skills, and managing behavior. Some specific Tier 2 interventions will also be covered, as well as strategies for teachers to maintain their own wellness.

**SPECED 732 FACILITATING SYSTEMS CHANGE FOR TRAUMA SENSITIVE SCHOOLS 3 Units**

This course provides participants with information to understand the prevalence and impact of toxic stress on K-12 students and the educators who support them. Participants will learn how to infuse the values of safety, trustworthiness, choice, collaboration, and empowerment into various aspects of their districts' existing equitable multi-level system of support.

**SPECED 741 BEHAVIOR ASSESSMENT 3 Units**

In this course, students will learn how to assess behavior. Using a functional behavior approach, students will learn how to identify challenging behavior, define it, and assess it through indirect and direct methods. Assessment methods will include record reviews, interviews, direct observation, ABC assessment, preference assessment, and skill assessment.

**SPECED 742 BEHAVIOR CHANGE PROCEDURES 3 Units**

Students will learn how to identify and implement appropriate behavior change procedures in order to reduce challenging behavior and teach new skills. Strategies will include shaping, chaining, reinforcement procedures, group contingencies, self-management, imitation training, and naturalistic teaching.

**SPECED 750 NEUROLOGY OF DYSLEXIA & LANGUAGE BASED LEARNING DISABILITIES 3 Units**

This course focuses on the neurobiological origins of dyslexia and language based learning disabilities by examining characteristics and traits through history, theory, culture and social factors, law, and brain-based research. The course address introduces linguistic structures of and historical influences on the English language. Dispositions of professional practice are also addressed.

**SPECED 752 SCIENCE OF READING I: PHONICS, LINGUISTICS, & INTERVENTIONS 3 Units**

The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read, have a learning disability, or have dyslexia. Through use of research validated strategies in phonemic awareness, decoding, fluency, and spelling, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction for students with LD and dyslexia and typical readers. The difficulties encountered by students with dyslexia and language and learning differences are reviewed and best practices in teaching phonemic awareness, decoding/phonics, and spelling are emphasized through discussion, modelling, and demonstrating.

PREREQ: ENROLLMENT IN ONE OF THE FOLLOWING PROGRAMS: SPECIAL EDUCATION ANY EMPHASIS (MSE) OR COMMUNICATION SCIENCES AND DISORDERS (MS) OR DYSLEXIA AND LBLD CERTIFICATE

**SPECED 754 SCIENCE OF READING II: VOCABULARY, COMPREHENSION, & WRITING INST 3 Units**

This course addresses reading and writing instruction across the curriculum and interventions for students for students who struggle to read, have a learning disability, or have dyslexia. The processes and skills children and adolescents engage in to develop reading/writing vocabulary, comprehend text, and compose quality written work are examined. Specifically, the difficulties encountered by students with language and learning disabilities and dyslexia are reviewed and evidence-based practices for teaching fluency, vocabulary, comprehension, and writing as tools for literacy development are emphasized. Student will develop methodology and strategies for teaching reading/writing vocabulary, reading comprehension and fluency, and writing process/products.

PREREQ: (SPECED 752 AND ADMISSION TO PROFESSIONAL EDUCATION) OR (ENROLLED IN THE DYSLEXIA AND LBLD CERTIFICATE)

**SPECED 760 DISABILITIES: CHARACTERISTICS & ELIGIBILITY FOR SPECIAL EDUCATION 3 Units**

This course addresses the characteristics of students who qualify for special education services. Students examine eligibility, service delivery models, and teaching methods. Students understand historical and current special education issues and trends that impact service delivery. Students who are not currently teaching must complete a special education related field experience. Students employed as a teacher or paraprofessional must complete field hours in a developmental level different from the developmental level of their current position.

PREREQ: ENROLLMENT IN ONE OF THE FOLLOWING PROGRAMS: SPECIAL EDUCATION ANY EMPHASIS (MSE) OR SOCIAL WORK (MSW)

**SPECED 761 INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM 3 Units**

This course focuses on instructional principles and strategies for teaching students with mild to moderate disabilities. Lesson planning, unit planning, and understanding of cooperative teaching arrangements are mastered. Students apply universal design for learning and differentiation for learning within instructional plans. Students who are not currently teaching fulfill independent field experiences.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION

**SPECED 764 ASSESSMENT OF DYSLEXIA AND LANGUAGE BASED LEARNING DISABILITIES 3 Units**

This course is designed to meet professional standards (i.e., IDA, CEDS/CEC) for educational personnel in the area of assessment for dyslexia and reading based learning disabilities. Participants will learn how to administer formal and informal assessment to identify dyslexia and LBLD and plan instruction including screening, diagnostic, and progress monitoring measures. A variety of informal reading assessments, standardized achievement tests, and standardized dyslexia assessments will be learned and administered. Additional skills learned include interpreting assessment data, making instructional and intervention recommendations, and writing assessment reports.

PREREQ: ENROLLMENT IN CERTIFICATE IN DYSLEXIA AND LANGUAGE BASED LEARNING DISABILITIES

**SPECED 766 PLURALISTIC RELATIONSHIPS: FAMILY, SCHOOL, & COMMUNITY AGENCY 3 Units**

This course provides students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment in a pluralistic society. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/community professionals as well as between school professionals and other community service providers including conflict resolution. Collaborative partnerships for planning transition from early childhood through adulthood are explored. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities.

**SPECED 769 SUPERVISION, COACHING, AND MENTORING IN SPECIAL PROGRAMS 3 Units**

This course is for those seeking continuous improvement in teaching-learning arrangements and professional growth for educational professionals. Learners will explore theory and models of supervision, coaching, and mentoring and methods for giving support to teachers to help them perform effectively. Topics include: collaborative coaching to implement and evaluate instructional practices; using data for reflection, evaluation, and instruction planning; diversity, equity, inclusion, and social justice in consultation, advocacy, and instruction; utilizing technology for coaching/professional development; and reflection for improving professional practice and that of others. Practicum hours developing coaching/mentoring leadership with feedback provided within the professional setting and by course instructor.

**SPECED 776 CURRICULUM AND METHODS FOR LOW INCIDENCE DISABILITIES 3 Units**

This course focuses on meeting the educational needs of students requiring a functional intensive special education program. Methods of instruction will include strategies to promote general curriculum access for individual with significant and multiple disabilities; addressing the unique learning and support needs required to educate students with low incidence disabilities.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION

**SPECED 781 SCHOOL-TO-ADULT LIFE TRANSITIONAL PROGRAMMING 3 Units**

This course will examine direct and indirect instructional support strategies which facilitate successful vocational programming of individuals with exceptional educational needs within secondary and post-secondary environments. The Designated Vocational Instructor model and transition methods are emphasized.

**SPECED 783 GRADUATE PRE STUDENT TEACHING SEMINAR AND FIELD EXPERIENCE 3 Units**

This course assists graduate teacher candidates to develop their gateway portfolio. This portfolio includes signature assessments from characteristics, methods, and a performance component. The signature assessments should demonstrate competencies on the Council for Exceptional Children (CEC) and INTASC Standards. The performance component will be comprised of completing 25 hours in an assigned field placement and a written project. Teacher candidates must earn a passing grade on this portfolio and passing scores on all clinical evaluations and field projects for entrance into the Student Teaching Block.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION

**SPECED 785 CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE *Repeatable* 1 Units**

The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.  
COREQ: SPECED 786

**SPECED 786 CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE *Repeatable* 1 Units**

The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. SPECED 785 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 787 Current Topics in Special Education: Post-Institute (1 credit) can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

**SPECED 787 CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE *Repeatable* 1 Units**

The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.  
COREQ: SPECED 786

**SPECED 790 WORKSHOP *Repeatable* 1-3 Units**

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

**SPECED 794 SEMINAR 1-3 Units**

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

**SPECED 796 SPECIAL STUDIES *Repeatable* 1-3 Units**

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

**SPECED 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units**

Study of a selected topic or topics under the direction of a faculty member.

**SPECED 799 THESIS RESEARCH *Repeatable* 1-6 Units**

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.