SPECIAL EDUCATION (SPECED)

Courses

**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 EDUCATION OR CONSENT OF INSTRUCTOR

**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 special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.
PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

**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 606 TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES**  3 Units
Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.
PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR (FOR MINORS, NON-MAJORS, AND GRADUATE STUDENTS)

**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.
PREREQ: ENROLLMENT IN A GRADUATE ABA CERTIFICATE PROGRAM

**SPECED 658 COLLABORATION FOR EFFECTIVE INSTRUCTION**  3 Units
This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

**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 EDUCATION OR CONSENT OF INSTRUCTOR

**SPECED 662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, ED, CD**  3 Units
A course to develop advanced diagnostic skills for elementary through secondary students with mild/ moderate disabilities (LD, ED, CD). 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: RESTRICTED TO STUDENTS WITH PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

**SPECED 665 CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL**  3 Units
For persons who will be working with individuals who have moderate and/or severe disabilities. Provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus will be on all aspects of functional programs across home, school, community and vocational environments.
PREREQ: SPECED 205, SPECED 322, SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

**SPECED 676 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES**  3 Units
For the individual who is interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of the person with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities.
PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR
**SPECED 680  DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR  3 Units**
The focus of this course is to support undergraduate and graduate teacher candidates to use formal and informal assessments, apply evidence-based practices in instruction, behavior management, working with families and community agencies in special education, gain first-hand experiences with diverse learners with disabilities, experience the different types and levels of service delivery models in different emphasis areas across the special education continuum, and 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 student teaching personnel. Attention is also 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 requirements including the Educator Teacher Performance Assessment (edTPA), unit plans, an IEP, FBA, and BIP along with online reflection journal submissions.
PREREQ: PRAXIS II, NO 'I'S OR C OR LOWER IN SPEC ED/FLD, 2.75 GPA; COREQ: SPECFLD 789A, SPECFLD 789B, SPECFLD 789C, SPECFLD 789D, SPECFLD 789F OR SPECFLD 789G, OR SPECFLD 793A, SPECFLD 793B, SPECFLD 793C, SPECFLD 793D, OR SPECFLD 793F

**SPECED 686  ACADEMIC INTERVENTION I  3 Units**
The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through using of research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction in general/special education.
PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR GRADUATE STATUS AND ADMISSION TO PROFESSIONAL EDUCATION

**SPECED 687  ACADEMIC INTERVENTION II  3 Units**
This course addresses reading and writing instruction across the curriculum and interventions. The processes and skills children and adolescents engage in to develop vocabulary, comprehend text, and compose quality written work are examined. Specifically the difficulties encountered by students with language and learning differences are reviewed and research providing "best practices" in teaching vocabulary, comprehension and writing as tools for literacy development will be emphasized. Student will develop skills for teachin reading/writing vocabulary, reading comprehension, and writing process/products and explore technology that supports instruction. Students will master instructional strategies for reading comprehension, vocabulary knowledge, and the development and fluency skills involved in written composition.
PREREQ: SPECED 486 OR SPECED 686 AND ADMISSION TO PROFESSIONAL ED

**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.
SPECE 705  PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION  Repeatable 3 Units
This course will prepare practicing teachers to develop professional portfolios. Students can select from three types of portfolios – a Professional Development Portfolio, a Showcase Portfolio or a portfolio that can be used as part of an application for National Board Certification. The Professional Development Portfolio will assist teachers in meeting the requirements for continuing licensure. A showcase portfolio will assist teachers who wish to move into another professional position. The National Board portfolio is one of the major requirements in achieving National Board Certification. Students will acquire skills in developing and refining artifacts suitable for each type of portfolio. They will learn how to write reflective commentaries, to self-assess their working according to external standards, to acquire skills (e.g. videotaping lessons; developing web pages) that will assist them in producing high quality artifacts representing their best work. Students may take this class up to two times to complete their portfolio.
PREREQ: STUDENTS SEEKING THE MSE IN SPECIAL EDUCATION WILL BE EXPECTED TO HAVE COMPLETED THE GENERAL CORE, THE SPECIALTY CORE, AND THE PROFESSIONAL DEVELOPMENT CORE CLASSES. OTHERS MAY BE ADMitted WITH CONSENT OF THE INSTRUCTOR.

SPECE 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.

SPECE 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: SPECE 205 OR CONSENT OF INSTRUCTOR

SPECE 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: SPECE 707 OR CONSENT OF INSTRUCTOR

SPECE 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.

SPECE 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.
PREREQ: SPECE 709

SPECE 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.

SPECE 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.

SPECE 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.

SPECE 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.

SPECE 760  FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD  3 Units
This course addressed the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECE 761  INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM  3 Units
This course is designed to help prospective education teachers learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivery of instruction including lesson planning and unit planning. Students who are not currently teaching will have to fulfill independent field experience expectations.
SPECE 786  PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES  3 Units
The purpose of this course is to provide 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. 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. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECE 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: SPECE 760 AND SPECE 761

SPECE 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.

SPECE 783  GRADUATE FIELDWORK AND PORTFOLIO DEVELOPMENT  3 Units
This course assists graduate teacher candidates to develop their gateway portfolio. This portfolio includes artifacts from Characteristics, Methods, and a performance component. The artifacts selected should demonstrate competencies on the Council for Exceptional Children (CEC) and Wisconsin Teaching Standards (WTS). 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 Directed Teaching Block.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECE 785  CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE Repeattable  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 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.

SPECE 787  CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE Repeattable  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: SPECE 786

SPECE 780  WORKSHOP Repeattable  1-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

SPECE 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.

SPECE 796  SPECIAL STUDIES Repeattable  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.

SPECE 798  INDIVIDUAL STUDIES Repeattable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

SPECE 799  THESIS RESEARCH Repeattable  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.