

Department of
Special Education and Rehabilitation
College of Education

Head: Professor *Charles L. Salzberg*, applied behavioral analysis, single-subject research design, research on teacher training, employment preparation for persons with disabilities, video assisted training programs, paraeducator training, and students with disabilities in higher education

Office in Emma Eccles Jones Education 313A, (435) 797-3243

Undergraduate Program Coordinator: Associate Professor *Benjamin Lignugaris/Kraft*, secondary special education, social/vocational skill training, behavioral analysis, instructional design and program development

E-mail: lig@cc.usu.edu

Distance Undergraduate Programs Coordinator: Extension Assistant Professor *Ronda R. Menlove*, special education teacher education, distance education, public school leadership

Advising and Student Teaching Coordinator: *Darcie L. Peterson*

E-mail: darciep@cc.usu.edu

Graduate Program Coordinators:

Special Education Master's Programs:

Associate Professor *Pamela J. Hudson*, adolescents with mild disabilities, mathematics

E-mail: phudson@cc.usu.edu

Doctoral Programs:

Associate Professor *Timothy A. Slocum*, reading, mild/moderate disabilities, behavior analysis, research methods

E-mail: tslocum@cc.usu.edu

Rehabilitation Counseling Program: Professor *Julie F. Smart*, rehabilitation counseling, disability studies, Hispanics with disabilities, Spanish translation of rehabilitation instruments, multicultural rehabilitation

E-mail: jsmart@cc.usu.edu

Multi-university Consortium in Sensory Impairments Coordinator: Associate Professor *Judith M. Holt*, early childhood and visually impaired

E-Mail: jholt@coe.usu.edu

FAX (435) 797-3572

E-mail claudiab@cc.usu.edu

WWW <http://sped.usu.edu>

Professors *Alan M. Hofmeister*, technology; *Sarah Rule*, early intervention, developmental disabilities, technology and teacher education; *Richard P. West*, behavior analysis in education, computer-based decision making, parent training, school organization and administration; *Karl R. White*, research and evaluation, early intervention; **Professors Emeritus** *Garth M. Eldredge*, rehabilitation counseling; *Marvin G. Fifield*, evaluation of persons with emotional disturbances; **Associate Professor** *Robert L. Morgan*, behavior analysis/transition; **Associate Professors Emeritus** *Hyrum S. Henderson*, teacher training; *Devoe C. Rickert*, vocational training; **Assistant Professors** *Hal M. Cain*, rehabilitation counseling; *Timothy N. Tansey*, rehabilitation, counseling, administration, employment training; **Research Assistant Professors** *C. Jill Morgan*, special education, teacher education, paraeducator training and supervision; *Cynthia J. Rowland*, distance education, speech and language development, naturalistic instructional methods, early literacy, assistive technology; **Adjunct Assistant Professors** *David W. Bush*, clinical/counseling psychology, school counseling, community mental health, private practice; *Marilyn Likens*, alternative teacher preparation for provisionally licensed teachers; *Sharon Neyme*, educational leadership in the areas of strategies for at-risk students, diversity, and school culture; **Clinical Instructors** *Barbara J. Fiechl*, preschool and infant service delivery; *Greg E. Gerard*, chronic illness, assistive technology, instructional technology, distance education; **Adjunct Clinical Instructors** *Kirk Allen*, emotionally disturbed, special education administration; *Martin E. Blair*, distance education teacher training and special education; *Marlene Deer*, special education, preschool disabilities, and severe disabilities; *Danelle Keith*, special education, moderate to severe disabilities, emphasis in early childhood literacy; *Patricia B. Willis*, learning disabilities; **Clinical Instructor Emeritus** *Joan F. Forsgren-White*

Degrees offered: Bachelor of Science (BS), Bachelor of Arts (BA), Master of Science (MS), Master of Education (MEd), Educational Specialist (EdS), and Doctor of Philosophy (PhD) in Special Education; Master of Rehabilitation Counseling (MRC); the Special Education and Rehabilitation Department participates in the Interdepartmental Doctor of Education (EdD)

Undergraduate emphases: *BS, BA*—Mild/Moderate Disabilities, Severe Disabilities, Early Childhood Special Education; **Graduate specializations:** *MEd, MS, EdS, PhD*—Behavioral Disorders, Early Childhood Special Education, Mild/Moderate Disabilities, Severe Disabilities, Transition/Special Education. **Licensure** is available for teachers in early childhood special education, mild/moderate disabilities, and severe disabilities. At the postbachelor's level, licensure is available for teachers in vision and hearing impairments. Special Education dual licensure programs are available with the departments of Secondary Education, Elementary Education, and Family and Human Development.

Undergraduate Programs

Objectives

The undergraduate programs in the Department of Special Education and Rehabilitation offer educational and training opportunities for teachers and support personnel working with exceptional children and adults with disabilities. The programs prepare students to work with individuals with mild, moderate, and severe disabilities and with early childhood special education. Students who are majoring in other teaching fields (i.e., elementary education, secondary education) are encouraged to pursue a second endorsement by taking those courses which lead to a special education license. Teacher education programs in the department are accredited by the State of Utah and nationally by NCATE.

Areas of Emphasis. The Department of Special Education and Rehabilitation offers training programs for individuals who want to work with children and adults with disabilities. A student fulfilling the undergraduate course requirements will qualify for a BS or BA degree in special education and be eligible for a license to teach students with mild/moderate disabilities, students with severe disabilities, or young children with disabilities. The severe and mild/moderate endorsements allow graduates to teach pupils with disabilities from kindergarten through 12th grades. The early childhood special education license allows graduates to teach children with disabilities from birth to five years old. In addition, the department offers dual teaching majors with the departments of Secondary Education, Elementary Education, and Family and Human Development. Students completing the dual major requirements in secondary education will be eligible for teacher licensure in one of the special education endorsement areas and their secondary education content major. Students completing the dual major requirements in elementary education will be eligible for teacher licensure in one of the special education endorsement areas and elementary education. Students interested in teaching preschool children with disabilities may receive an early childhood special education license for ages 0-5, in addition to a K-12 special education endorsement.

Requirements

Admission Requirements. Students are admitted to the Department of Special Education and Rehabilitation as Pre-Special Education majors by meeting the Utah State University minimum requirements (see pages 48-51). To become a Special Education major, a student must make written application to the department after meeting the following prerequisites: (1) completion of at least 40 attempted semester credits with a cumulative GPA of 2.75 or higher; and (2) completion of admission requirements to the College of Education Teacher Education Program (see page 86). Students should apply to the department during fall semester of their sophomore year. Admission to the department is competi-

tive based on several factors. These include: (1) the student's current GPA; (2) the number of credit hours completed by the end of fall semester; (3) completion of premajor classes (such as Stat 1040 and FHD 1500); and (4) the student's career goals and experiences.

GPA Requirement. A minimum GPA of 2.75 is required to apply for admission, to remain in good standing, and to graduate from the program. All required special education classes must be completed with a grade of C or better.

Bachelor's Degree in Special Education. Undergraduate study leads to the Bachelor of Science or Bachelor of Arts degree in Special Education with licensure to teach students with mild/moderate disabilities, severe disabilities, or early childhood special education. The degree requires a total of **120 credits**. The requirements are as follows:

1. University Studies Requirements. Competency Requirements (9-13 credits), Breadth Requirements (18 credits), and Depth Education Requirements (5 courses). For more information, see pages 56-63.

2. Professional Education. 15-18 credits.

3. Special Education Major. 42-60 credits. Coursework includes: human growth and development; applied behavior analysis; introduction to systematic instruction (task analysis, curriculum-based measurement, behavioral objectives, contingent reinforcement); designing curriculum; Individualized Educational Programs (IEP); educational assessment, analysis, and adaptation of instructional materials; intervention strategies for academic and social behaviors; and parent involvement. Additionally, each endorsement area includes practicum work with exceptional children or youth. Finally, all students must complete student teaching with students with disabilities.

4. Professional Depth. 15 credits. The emphasis area is designed to enhance the Special Education major's background. Areas recommended include communicative disorders, psychology, sociology, family and human development, recreation, and physical education.

5. Electives. 7-20 credits.

Additional Information

For more information concerning Bachelor of Science or Bachelor of Arts requirements and the sequence in which courses should be taken, see major requirement sheets available from the Department of Special Education and Rehabilitation (Education 313) or the Special Education Advising Office (Education 107).

Financial Support

Scholarships, assistantships, grants-in-aid, and work-study programs are available through the University. In addition, there are some endowed scholarships available through the department and, sometimes, there are stipends available from federal grants.

Graduate Programs

Admission Requirements

Admission decisions are made by the department's Graduate Program Committee. Admission requirements are based upon those of the School of Graduate Studies (see pages 72-73). In addition, the committee considers experience, academic record and curriculum, formal recommendations, and test scores. To be considered for admission to the master's degree programs, applicants may submit either GRE or Miller Analogies Test scores. Doctoral program admission requires GRE scores. Students applying for admission to special education graduate programs, who do not have an undergraduate special education background, may be required to complete selected undergraduate courses prior to admission as fully-matriculated graduate students.

Applicants are screened throughout the year by the Graduate Program Executive Committee. Review of applications begins on April 1. Applications received after this date will be considered, but opportunities for financial assistance may be limited. No applications will be considered until all required information arrives at the School of Graduate Studies office.

Teaching Licenses

The department prepares students for licensure as teachers of students with mild/moderate disabilities, students with severe disabilities, and preschool-age students with disabilities. Licensure may also be obtained in visual and/or hearing impairments through a multi-university consortium program. Licensure may be obtained as part of the graduate degree program or without a graduate degree.

Degree Programs

Master of Science in Special Education (MS). The department offers programs leading to the MS. The MS degree program is designed for persons with special education experience who desire to improve their teaching skills and who contemplate pursuing an advanced degree beyond the master's degree. A minimum of 36 credits, including a thesis, is required for the MS degree.

Master of Education in Special Education (MEd). The department offers programs leading to the MEd. The MEd program is designed for persons who desire a graduate program that will help them improve their competencies as educators. A minimum of 36 credits, including a creative project, is required for the MEd degree.

Master of Rehabilitation Counseling (MRC). The Master of Rehabilitation Counseling prepares persons with the basic competencies to provide rehabilitation counseling to a broad range of individuals with disabilities in a variety of settings, such as state rehabilitation agencies, independent living centers, rehabilitation hospitals, private rehabilitation facilities and agencies, employment assistance programs, and private industry. The degree is a

48-credit program consistent with the requirements of the Council on Rehabilitation Education (CORE). The Rehabilitation Counseling Program has a limited number of scholarships funded through the U.S. Department of Education, Rehabilitation Services Administration. These scholarships require a postgraduate commitment to work for a not-for-profit agency serving the needs of individuals with disabilities for two years for every year of scholarship received.

Educational Specialist Program (EdS). The educational specialist degree is designed for advanced graduate students seeking instruction beyond a master's degree. Programs are individually planned to address specific student needs. Completion of the EdS program is based on completion of required coursework, submission of a research proposal to a supervisory committee, and satisfactory defense of the research project.

Doctor of Philosophy Program (PhD). The PhD program prepares leadership personnel for positions in research and university programs.

Completion of the PhD program certifies competence in the three following areas: (1) mastery of the theoretical and applied content required for providing appropriate education for persons with disabilities (infants and toddlers, children, youth, and/or adults), (2) ability to conduct independent research with particular emphasis on those research techniques in behavioral analysis, and (3) ability to effectively teach audiences of varying sophistication and expertise and to supervise the delivery of special education or rehabilitation services.

Doctorate of Education (EdD). The department participates in the College of Education Interdepartmental Doctorate of Education (EdD) degree program. The general purpose of the special education emphasis area of the EdD program is to prepare leadership personnel for positions in administration, supervision, curriculum development, and teacher training. For information about areas of specialization, emphases of study, research sponsored, admission requirements, procedures to follow, and other information, see pages 211-212 of this catalog.

Financial Assistance

Acceptance of a student to a graduate program is independent of financial aid. Financial assistance available through the School of Graduate Studies includes University fellowships, scholarships, and fee waivers. Further, federal grants to the faculty members often provide stipends and assistantships for doctoral students.

Additional Information

Graduate handbooks outlining the graduate programs, policies, and procedures in the Department of Special Education and Rehabilitation may be obtained from the department office in room 313 of the Education Building.

For more information about graduate requirements and the sequence in which courses should be taken, see major requirement sheets, available from the department.

Graduation requirements described in this catalog are subject to change. Students should check with the department concerning possible changes.

Because the Special Education and Rehabilitation graduate programs occasionally undergo fine-tuning and updating, prospective students are advised to check the departmental website at:

<http://sped.usu.edu>

Special Education Courses (SpEd)

SpEd 1000. Principles of Effective Peer Teaching. High school peer tutors are given university credit for tutoring low readers for one hour each day. Tutors are taught a systematic tutoring and mentoring process. In addition, specific criteria are included to evaluate tutors' instructional performance. (2 cr) (F,Sp) ®

SpEd 1010 (BSS). Disability in the American Experience. Discussion of definitions and types of disabilities, ethical issues, society's prejudice and discrimination against people with disabilities, and the individual's adjustment to the disability experience. Disability as a natural part of life. Also taught as Reh 1010. (3 cr)

SpEd 2010. Effective Behavior Management Practices for Paraeducators. Teaches paraeducators to apply effective behavior management practices to individuals with disabilities in a variety of settings. Introduction to proactive behavior management strategies, basic concepts of behavior management, and the application of intervention plans. (1-3 cr) ®

SpEd 2150. Introductory Experience with Students with Disabilities. Introductory seminar and practicum from which students learn basic instructional techniques from videodisc simulations, then apply them in public schools. (1-4 cr) (F,Sp,Su) ®

SpEd 2790. Special Topics. (1-4 cr) ®

SpEd 3030. Educational and Multicultural Foundations. Explores historical and cultural aspects of schooling and the inclusion of students with disabilities and bilingual students in general education classrooms. Examines how schooling practices change from elementary to high school and commonalities that bind the teaching profession. (3 cr) (Sp)

SpEd 4000. Education of Exceptional Individuals. Characteristics of all types of exceptional children with emphasis on the educational and psychological implications of these conditions to the development of the child. (2 cr) (F,Sp,Su)

SpEd 4790. Special Topics. (1-4 cr) ®

SpEd 4910. Undergraduate Research and Creative Opportunities. Individually directed study at the undergraduate level. Permission of instructor required. (1-4 cr) (F,Sp,Su) ®

SpEd 4970H. Honors Thesis. Provides an opportunity for honors students in the Department of Special Education and Rehabilitation to interact with other honors students in the College of Education and explore an interdisciplinary area of interest. A written paper will be required. (1-6 cr) (F,Sp,Su) ®

SpEd 5010 (QI). Applied Behavioral Analysis 1: Principles, Assessment, and Analysis. Methods of collecting data, using data to make decisions, analyzing data, graphing data, and applying principles of behavior management and instruction to children and youth. Prerequisite: Admission to special education major or permission of instructor. (3 cr) (F)

SpEd 5040. Foundations of Effective Assessment and Instructional Practices. Principles of standardized and curriculum-based assessment. Foundations for designing effective instructional programs to help students achieve mastery and proficiency. Prerequisite: Admission to special education major and SpEd 5010 or permission of instructor. (3 cr) (F)

SpEd 5050. Applied Behavioral Analysis 2: Applications. Expands knowledge of basic applied behavior analysis principles. Develops skills for remediating behavior problems using functional behavioral assessment. Prerequisite: Admission to special education major or permission of instructor. (3 cr) (Sp)

SpEd 5060. Consulting with Parents and Teachers. Provides strategies for communicating with parents and teachers, as members of a multidisciplinary team, to as-

sist parents and other teachers in collaborative problem solving. Prerequisite: Admission to special education major or permission of instructor. (3 cr) (Sp)

SpEd 5070. Policies and Procedures in Special Education. Provides an understanding of federal and state laws for persons with disabilities and procedures for organizing a special education classroom and auxiliary staff. Prerequisite: Admission to special education major or permission of instructor. (1-3 cr) (F) ®

SpEd 5200 (CI). Student Teaching in Special Education. Prerequisite: Admission to special education major or permission of instructor. (3-15 cr) (F,Sp,Su)

SpEd 5210 (CI). Student Teaching in Special Education: Dual Majors. Undergraduate student teaching for dual majors. (3-15 cr) (F,Sp,Su)

SpEd 5220. Special Education Student Teaching Seminar. Weekly seminar taken concurrently with student teaching (SpEd 5200 or 5210). Focuses on problems arising during student teaching and the development of a teaching portfolio. Prerequisites: Admission to teacher education and completion of the SpEd sequence. (3 cr) (F,Sp,Su)

SpEd 5300. Orientation to Teaching Students with Mild/Moderate Disabilities. Provides preservice teachers with overview of information and resources, examples, and practice in applying effective instructional and behavior management strategies in their classrooms. Emphasizes things to know and do on their first day(s) and first week of school. (2 cr) (Su)

SpEd 5310. Teaching Reading and Language Arts to Students with Mild/Moderate Disabilities. Curriculum, instructional methods, assessment, and data-based decision making related to teaching reading and language arts to students with mild/moderate disabilities. (2-4 cr) (F)

SpEd 5320. Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities. Students learn to teach content area material, learning strategies, and transition-related skills to students with mild/moderate disabilities. Also includes assessment and decision making strategies related to these curricular areas. (3 cr) (Sp)

SpEd 5330. Eligibility Assessment for Students with Mild/Moderate Disabilities. Choosing and administering eligibility assessment tests for students who may have mild/moderate disabilities. Interpretation of test results and applying results to decisions regarding students' eligibility for special education services. (1 cr)

SpEd 5340. Teaching Math to Students with Mild/Moderate Disabilities. Explains procedures for teaching mathematics to students with mild/moderate disabilities, so that each progresses as fast as his or her capabilities will allow. Prerequisite: Admission to special education major or permission of instructor. (3 cr) (Sp)

SpEd 5350. Teaching Students with Mild/Moderate Disabilities I. Provides students with information and skills in the area of classroom and individual behavior management procedures. Emphasizes research-validated strategies that students will apply to everyday instructional situations. Prerequisite: Admission to the Alternative Teacher Preparation Licensure Program. (3 cr) (F)

SpEd 5360. Teaching Students with Mild/Moderate Disabilities II. Provides students with instructional and management skills. Through case studies and classroom simulations, students learn research-validated instructional and management skills. Prerequisite: Admission to the Alternative Preparation Licensure Program. (3 cr) (Sp)

SpEd 5410. Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities. Students learn to use Direct Instruction techniques, positive management, curriculum-based assessment, and data-based decision-making to teach reading and language arts to children with mild/moderate disabilities. Students placed in a classroom, where they teach a group of children daily. (1-3 cr) (F)

SpEd 5420. Practicum: Teaching Mathematics to Students with Mild/Moderate Disabilities. Use of effective instructional techniques, positive management, curricu-

lum-based assessment, and data-based decision making to teach mathematics content to children with mild/moderate disabilities. Students placed in a classroom, where they teach one or more group(s) of children daily. (4 cr) (Sp)

SpEd 5430. Field-Based Applications for Students with Mild/Moderate Disabilities. Designed to help students acquire and consistently demonstrate effective teaching practices to aid students with mild/moderate disabilities. Teaches students to analyze and solve instructional and management problems. Prerequisite: Admission to the Alternative Teacher Preparation Licensure Program. (3 cr) (F)

SpEd 5510. Curriculum for Students with Severe Disabilities. Provides information about commercially available curricular materials, as well as how to plan for and design functional academic curricula, for persons with severe disabilities. Prerequisite: Admission to Special Education major or permission of instructor. (1-3 cr) (F)

SpEd 5520. Curriculum for Secondary-Level Students with Severe Disabilities. Provides information on developing and implementing secondary-level classroom, community, domestic, leisure, and transition instructional programs. Prerequisite: Admission to Special Education major or permission of instructor. (3 cr) (Sp)

SpEd 5530. Assistive and Adaptive Technology for Persons with Disabilities. Trains students to assess needs for augmentative/alternative communication devices, and to select, program for, maintain, repair, and build adaptive devices. Prerequisite: Admission to Special Education major or permission of instructor. (2 cr) (Sp)

SpEd 5540. Issues in Educating Persons with Severe Disabilities. A seminar to discuss current topics and research trends affecting persons with severe disabilities. (1 cr)

SpEd 5560. Practicum in Improving School System Programs. Practicum or seminar providing information/experience in public school instruction. Permission of instructor required. (1-4 cr) ®

SpEd 5600. Practicum: Introduction to Instruction of Students with Severe Disabilities. A field-based class providing experience in observing and teaching functional academic curricula to students with severe disabilities. Prerequisite: Permission of instructor. (3 cr) (F)

SpEd 5610. Practicum: Advanced Systematic Instruction of Students with Severe Disabilities. Provides opportunity to assess students' needs and to design programs for community, domestic, leisure, and transitional skills. Prerequisite: Permission of instructor. (4 cr) (Sp)

SpEd 5710. Young Children with Disabilities: Characteristics and Services. Provides information about young children with disabilities, including historical development of services, skill areas, family involvement, teaming, and the array of service environments. Prerequisite: Admission to Special Education major or permission of instructor. (3 cr) (Sp)

SpEd 5720. Behavior Analysis Practicum. Students receive supervised training in applying behavior analysis principles in community, school, and institutional settings. Either SpEd 5050 or Psy/SpEd 5720 fulfill part of practicum requirement for Behavior Analysis track. Prerequisite: Permission of instructor. Also taught as Psy 5720. (3 cr)

SpEd 5730 (d6260).¹ Intervention Strategies for Young Children with Disabilities. Provides information on curricula, instructional strategies, service environments, and staffing roles for teachers of young children (0-5) with disabilities. (3 cr) (F)

SpEd 5790. Special Topics. (1-4 cr) (F,Sp,Su) ®

SpEd 5810. Seminar and Field Experiences with Infants and Families. Participation with an infant and family in both the home and early intervention setting. Seminar topics include infant medical issues, health, safety, syndromes, and low incidence characteristics. (4 cr) (Sp)

SpEd 5820. Preschool Practicum with Young Children with Disabilities in Community Environments. Students participate in variety of environments serving pre-

schoolers with disabilities, assist in developing a family service plan, and teach other staff to implement techniques. (4 cr) (F)

SpEd 5830. Seminar Working with Peers on Multidisciplinary Teams. Seminar for discussion of topics pertaining to how teams work with children, with and without disabilities, in a practicum. Students are assigned to a team for planning and problem solving throughout the semester. Also taught as FHD 5830. (1 cr) (F,Sp)

SpEd 5840. Seminar: Preschool Practicum with Young Children with Disabilities. Students participate in variety of environments, problem solving and teaming about their experiences. Must be taken concurrently with SpEd 5820. (2 cr) (F)

SpEd 5900. Independent Study. Permission of instructor required. (1-3 cr) (F,Sp,Su) ®

SpEd 5910. Independent Research. Permission of instructor required. (1-3 cr) (F,Sp,Su) ®

SpEd 6010. Interventions for Parents and Families. Explores special challenges faced by parents and families of at-risk students and students with disabilities. Emphasizes intervention strategies, supportive resources, and parent programs. (2 cr)

SpEd 6020. Design and Evaluation of Instruction. Presents curriculum in which diagnosis and instruction are welded as a unit into the regular teaching procedures. (3 cr) (Sp)

SpEd 6030. Clinical Practicum: Student Teaching. Supervised practicum in a clinical teaching setting. Prerequisite: Permission of instructor. (2-12 cr)

SpEd 6040. Functional and Augmentative Communication Approaches and Technology. Theory and methods of symbolic and nonsymbolic communication acquisition, especially for students with dual sensory impairments. Application of instruction and systems within natural routines. (3 cr) (F)

SpEd 6050. Issues with the Delivery of Services for Students with Dual Sensory Impairments. In-depth presentation of best practices for educational services for students with dual sensory impairments. (2 cr) (F)

SpEd 6060. Legal Issues in Special Education. Provides knowledge of a wide range of legal issues concerning the provision of special education services to students with disabilities. (3 cr) (Sp)

SpEd 6070. Infusing Mobility and Communication for Students with Dual Sensory Impairments. Reviews methods for providing orientation and mobility training to students with dual sensory impairments. Provides methods for infusing these and communication objectives into normal age-based routine activities. (2 cr) (Sp)

SpEd 6080. Collaboration and Management of Services for Students with Dual Sensory Impairments. Reviews methods of planning and coordination of services for students with dual sensory impairments (e.g., transition, lifestyle planning, transition team coordination). Service management addressing issues of scheduling, monitoring, and training of staff and peers. (2 cr) (Sp)

SpEd 6090. Curriculum and Environmental Variations and Management. Presents instructional and curricular strategies to promote utilization of residual vision or hearing skills. Overviews tactile cuing and movement-based approaches, with emphasis on integration within natural context and functional activities. Review of model delivery methods. (2 cr) (Sp)

SpEd 6100. Introduction to the Education of Students with Visual Impairments. Explores theory and practice within the field of visual impairments, including historical and philosophical influences, methodologies, issues, and trends. Identifies support agencies, resources, and service providers available for visually impaired individuals and their families. Examines roles of various professionals within the field and available delivery models. (2 cr) (F)

SpEd 6110. Social and Psychological Implications of Visual Impairment. Explores attitudes and beliefs related to visual impairment and blindness. Emphasizes impact of vision loss on the psychosocial functioning of individuals and their families. Studies self-concept, self-esteem, and strategies to enhance these areas in visually impaired children. (2 cr) (Su)

SpEd 6120. Ocular Disorders and Examinations Techniques/Utilization of Low Vision. Students demonstrate the ability to identify the important parts of the visual system, to understand and interpret eye reports, and to translate the information into an educational plan. Participants also conduct and supervise vision screening clinics. In addition, participants demonstrate a basic understanding of approaches and practices of low-vision services. Includes low-vision aids, optics, and environmental modifications. (4 cr)

SpEd 6130. Literary Braille Codes and Braille Technologies. Focuses on reading and writing literary braille. Includes literary braille contractions, short-form words, punctuation, and rules of usage for basic Grade 2 braille, using the Perkins Braille Writer. Emphasizes accuracy, beginning formatting, and ability to apply the rules. Using a slate and stylus, as well as computerized braille writers, students learn to write literary braille. (4 cr) (F)

SpEd 6140. Nemeth Braille Codes and Braille Technologies. Transcription of print mathematical symbols into appropriate formats, using Nemeth Braille Code of Mathematics. Computation skills using adapted abacus for basic mathematical operation. Explores braille music, foreign language braille, computer braille, and Grade 3 braille. Emphasizes literary braille in more extended writing projects. (2 cr) (Sp)

SpEd 6150. Teaching Learners with Sensory Impairments and Multiple Disabilities. Provides basic understanding of the needs of learners (ages 0-22) having sensory impairments with multiple disabilities. Includes role and characteristics of the transdisciplinary team, learning environments, resources, assessment procedures, and instructional strategies. Identifies inclusion procedures, transitional issues, and methods of encouraging parental involvement. (3 cr) (Su)

SpEd 6160. Introduction to Orientation and Mobility. Introduces students to orientation and mobility, as well as basic assessment techniques. Students learn to use the results of these assessments, along with specific teaching techniques in pre-cane orientation and mobility skills, in teaching children with visual impairments. Students also become familiar with basic indoor (non-cane) mobility techniques, learn to identify and teach orientation cues in the environments, and develop lesson plans to teach concepts necessary for future cane travel. (2 cr) (Su)

SpEd 6170. Instructional Management for Students with Visual Impairments (0-21). Emphasizes best practices for instructional management of children with visual impairments in early intervention settings, preschool programs, and early elementary grades. Also addresses practices for older students in upper elementary through high school grades. Explores strategies for development of basic concepts, socialization skills, emergent literacy, effective braille reading and writing, daily living skills, career understanding, and recreational and leisure skills. Focuses on understanding agency and community resources, family collaboration, modification and adaptation of materials and environments, and adapted technology. (4 cr) (F)

SpEd 6180. Field Studies in Visual Impairments. Participants work with visually impaired students in a variety of educational sites. Emphasizes use of adapted technology, implementation of teaching activities, student assessment, and modification of educational materials. (1-2 cr) (F)

SpEd 6190. Advanced Support Specialists Training for Early Childhood Sensory Impairments. Prepares personnel for service to young children with sensory impairments and their families. Students synthesize information received through previous specialization coursework in Special Education Early Childhood, Visual Impairments. Emphasis on provision of intervention and support in a collaborative, culturally sensitive, family-centered manner. Families of children with sensory impairments participate as co-instructors. (2 cr) (Su)

SpEd 6220. Characteristics of Children with Emotional and Behavioral Disorders. Explores characteristics of children and youth with emotional and behavioral disorders. Covers definitions, prevalence and incidence, classification, causal factors, and facets of disordered behavior. (3 cr)

SpEd 6230. Education of Students with Emotional and Behavioral Disorders. Methods of teaching students with emotional and behavioral disorders, including educational strategies and behavioral treatments. (2 cr)

SpEd 6260 (d5730). Intervention Strategies for Young Children with Disabilities. Provides information on curricula, instructional strategies, service environments, and staffing roles for teachers of young children (0-5) with disabilities. (3 cr) (F)

SpEd 6280. Instructional Leadership for At-Risk Students. Examines theories and practices of instructional leadership for at-risk students. Instructs students in services and programs available for at-risk students. (3 cr) (Sp)

SpEd 6290. Teaching Social Skills, Self-Management, and Values. Discussion of current research and practices related to teaching social skills, self-management, and values. Explores teaching procedures and curriculum programs. (3 cr) (Sp)

SpEd 6300. Collaboration Skills for Classroom Teachers. Emphasizes knowledge, attitudes, and skills which special educators must possess to effectively collaborate with parents and professionals. (3 cr) (F)

SpEd 6320. Seminars in Learning Characteristics of Students with Dual Sensory Impairments. Investigates characteristics of dual sensory impairment, learning styles, and environmental demands. Awareness of eye and ear anatomy. Interpretation of formal assessments. Development of instructional strategies. (2 cr) (Su)

SpEd 6410. Field Studies I: Analysis of Service for Students with Dual Sensory Impairments. First of three field experiences for students in the DSI program. Emphasizes team-based review and analysis of services. (2 cr) (F)

SpEd 6420. Field Studies II: Analysis of Service for Students with Dual Sensory Impairments. Practicum in integrated programs for students with dual sensory impairments within the context of the model classroom. Emphasizes transdisciplinary methods for assessment, instructional design, and planning skills. (2 cr)

SpEd 6430. Field Studies III: Analysis of Service for Students with Dual Sensory Impairments. Advanced practicum in integrated programs for students with dual sensory impairments. Emphasizes an overall management of instructional environment and services. (2 cr)

SpEd 6500. Interdisciplinary Workshop. Series of self-instructional modules and videos and a variety of elective training. Module topics include developmental disabilities, legal aspects and issues, assessment, intervention, assistive technology, transition, and prevention/intervention for aggression and violence. (1-3 cr) (F,Sp,Su) ®

SpEd 6550. Practicum in the Evaluation of Instruction. Field-based research course contributing toward graduate degrees and supervisory licensure related to the assessment of an ongoing or newly proposed program of instruction. (1-4 cr) (F,Sp,Su) ®

SpEd 6560. Improvement of Instruction. Focuses on effective teaching methodologies, teaching performance, and curriculum decision making. (1-4 cr) (F,Sp,Su) ®

SpEd 6700 (d7700). Single-Subject Research Methods and Designs. Examines single-subject research methods for applied research, including measurement, design, and analysis issues. Also taught as Educ 6700/7700. (3 cr) (F,Su)

SpEd 6720 (d7720). Advanced Behavior Analysis in Education. Discussion of advanced topics and issues in behavior analysis, including rule-governed behavior, stimulus control, setting events, functional analysis, and verbal behavior. Topics integrated into educational practice. Prerequisite: SpEd 5050 or equivalent. (3 cr) (F)

SpEd 6790. Special Topics. (1-4 cr) ®

SpEd 6810. Seminar in Special Education. (1-3 cr) (F,Sp,Su) ®

SpEd 6900. Independent Study. Prerequisite: Permission of instructor. (1-2 cr) (F,Sp,Su) ®

SpEd 6910. Independent Research. Prerequisite: Permission of instructor. (1-2 cr) (F,Sp,Su) ®

SpEd 6930. Internship in Special Education. Professional and supervised intern experience for master's program. Prerequisite: Permission of instructor. (2-10 cr) (F,Sp,Su)

SpEd 6960. Creative Project. Culminating experience of MEd program. Prerequisite: Proposal approval by supervisory committee. (1-6 cr) (F,Sp,Su) ®

SpEd 6970. Thesis. Culminating experience of MS program. Prerequisite: Proposal approval by supervisory committee. (1-9 cr) (F,Sp,Su) ®

SpEd 6990. Continuing Graduate Advisement. (1-8 cr) (F,Sp,Su) ®

SpEd 7050. Internship in Program Evaluation. Guided experience in evaluation of educational programs in schools, treatment centers, homes, and communities. Prerequisite: Permission of instructor. (1-5 cr) (F,Sp,Su) ®

SpEd 7060. Research Internship. Guided experience in conducting educational research. Prerequisite: Permission of instructor. (1-5 cr) (F,Sp,Su) ®

SpEd 7070. Grant Writing. Guided experience in preparation of grant proposals. Permission of instructor required. (1-3 cr) (F,Sp,Su) ®

SpEd 7330. Supervision Internship. Guided experience in supervising undergraduate and master's students during practica, student teaching, and other field experiences. (1-5 cr) (F,Sp,Su) ®

SpEd 7340. College Teaching Internship. Guided experience in teaching university courses. (1-3 cr) (F,Sp,Su) ®

SpEd 7500. Interdisciplinary Workshop. Workshop on current interdisciplinary issues and topics in special education and related fields. (1-3 cr) (F,Sp,Su) ®

SpEd 7700 (d6700). Single-Subject Research Methods and Designs. Examines single-subject research methods for applied research, including measurement, design, and analysis issues. Also taught as Educ 7700/6700. (3 cr) (F,Su)

SpEd 7710. Advanced Single-Subject Research Methods and Design. Explores advanced concepts and procedures in within-subject research methods. Builds on knowledge and skills acquired in SpEd 7700 regarding scientific questions, measures, research designs, data analysis, and inference. Students analyze research and design, conduct, and report a scientific study. Prerequisite: SpEd 7700. (3 cr) (Sp)

SpEd 7720 (d6720). Advanced Behavior Analysis in Education. Discussion of advanced topics and issues in behavior analysis, including rule-governed behavior, stimulus control, setting events, functional analysis, and verbal behavior. Topics integrated into educational practice. Prerequisite: SpEd 5050 or equivalent. (3 cr) (F)

SpEd 7800. Seminar: Issues in Special Education and Rehabilitation. Critical analysis of variety of special education and rehabilitation issues and trends. Empirical and theoretical information presented in a seminar format. (1-3 cr) (F,Sp,Su) ®

SpEd 7810. Research Seminar in Special Education and Rehabilitation. Identification of research problems and discussion of research strategies and methods. Applications of research, data analysis, and statistical concepts. (1-3 cr) (F,Sp,Su) ®

SpEd 7820. Seminar: Special Topics. In-depth study of special topics in special education and rehabilitation. Seminars examine historical aspects, relevant research, and theoretical positions on selected topics. (1-3 cr) (F,Sp,Su) ®

SpEd 7830. Special Education Personnel Preparation Methods. Focuses on critical issues in preparing special education teachers. Includes teaching, supervision, and overall program development. Students demonstrate supervision and teaching competencies. (2 cr) (Sp)

SpEd 7900. Independent Study. Prerequisite: Permission of instructor. (1-3 cr) (F,Sp,Su) ®

SpEd 7910. Independent Research. Prerequisite: Permission of instructor. (1-3 cr) (F,Sp,Su) ®

SpEd 7920. Doctoral Program Professional Seminar. Orients new students to doctoral program, utilizing five goals: (1) familiarize students with requirements of the program and of the Graduate School, (2) acquaint students with the faculty and the resources available, (3) initiate a career planning process, (4) teach students some fundamental concepts underlying scientific research, and (5) teach students to conduct literature reviews. (2 cr) (F)

SpEd 7930. Internship in Special Education. Professional, supervised internship experience for doctoral students. Prerequisite: Permission of instructor. (1-12 cr) (F,Sp,Su) ®

SpEd 7940. Journal Reading Group. Seminar discussion of recent empirical and theoretical journal articles in special education and related fields. (1-2 cr) (F,Sp,Su) ®

SpEd 7970. Dissertation. Variable credit for dissertation project in connection with doctoral program in special education. (1-15 cr) (F,Sp,Su) ®

SpEd 7990. Continuing Graduate Advisement. (1-9 cr) (F,Sp,Su) ®

Rehabilitation Counseling Courses (Reh)

Reh 1010 (BSS). Disability in the American Experience. Discussion of definitions and types of disabilities, ethical issues, society's prejudice and discrimination against people with disabilities, and the individual's adjustment to the disability experience. Disability as a natural part of life. Also taught as SpEd 1010. (3 cr)

Reh 6100. Introduction to Rehabilitation Counseling. Overview of history, philosophy, and legal basis of rehabilitation programs, both public and private. Independent living programs. Roles of the rehabilitation counselor and the process of rehabilitation. Skill development including literature use, writing, and professional organizations. (3 cr) (F)

Reh 6110. Medical Aspects of Disability. Overview of basic medical issues affecting employment and independent living for persons with disabilities. Explores basic anatomy and systems, as well as disorders and diseases of these systems. Covers medical terminology applicable to rehabilitation counseling. (3 cr) (F)

Reh 6120. Psychosocial Aspects of Disability. Explores psychological and sociological aspects of disabilities, including adjustment factors in living with disabilities (i.e., individual, family, sexuality, other service providers, etc.). Examines societal attitudes, women's issues, and deaf culture issues. Includes group counseling applications for persons with disabilities. (3 cr) (Su)

Reh 6130. Rehabilitation Counseling Skill Development. Utilizes role playing of simulated interviews and rehabilitation counseling sessions to develop the basic skills necessary to function as a human service helper. Must be taken concurrently with Reh 6140. Prerequisite: Permission of instructor. (2 cr) (Su)

Reh 6140. Practicum in Rehabilitation. Under faculty supervision, students receive minimum of 100 hours of firsthand experience working with persons with disabilities in rehabilitation agency or facility. Must be taken the first time concurrently with

Reh 6130. With faculty approval, may be repeated for credit. Prerequisite: Permission of instructor. (2 cr) (F,Sp,Su) ®

Reh 6150. Case Studies in Rehabilitation. Coordination of community resources, individual assessment information, ethical issues, eligibility determination, and development of individualized rehabilitation programs and independent living plans. Time, fiscal, and caseload management skills for rehabilitation professionals. Emphasizes client choice in rehabilitation planning. (3 cr) (Sp)

Reh 6160. Job Analysis, Development, and Placement for Persons with Disabilities. Applies career development theories to job placement. Presents job placement factors resulting in employment for persons with disabilities, including job analysis, job development and retention, advocacy, assistive technology, ADA, occupational information systems, and labor market analysis. (3 cr) (Sp)

Reh 6170. Internship in Rehabilitation. Direct supervised provision of rehabilitation services to persons with disabilities in a community facility or agency. Total of 300 hours of direct service required for each 6 semester credits. Repeatable for up to 12 credits. Prerequisite: Permission of instructor. (4-12 cr) (F,Sp,Su) ®

Reh 6180. Rehabilitation of Persons with Severe Mental Illness, Substance Abuse, and Severe Learning Disabilities. Overview of rehabilitation of persons with severe mental illness, including psychopharmacology, housing, case management, job placement, diagnosis (DSM IV), and social learning programs. Includes information on rehabilitation of persons experiencing substance abuse, dual diagnoses, and learning disorders. (3 cr) (Sp)

Reh 6190. Vocational Assessment for Persons with Disabilities. Addresses vocational assessment for persons with disabilities. Includes overview of traditional vocational assessment, but focuses on contemporary methodology developed for individuals with severe disabilities. Discussion of functional assessment, including client choice and ecological assessment issues. (3 cr) (F)

Reh 6200. Theories of Counseling Applied to Persons with Disabilities. Introduction to established counseling theories and their implications for providing services

to persons with disabilities. Discussion of individual and group counseling paradigms. Emphasizes development of students' individual counseling philosophies. (3 cr) (F)

Reh 6210. Vocational Evaluation Principles and Systems. Introduction to vocational evaluation principles and their application in using commercially available vocational evaluation systems. Actual practice with the systems (including integrated report writing) in the rehabilitation services clinic. (2 cr) (Su)

Reh 6220. Culturally Valid Rehabilitation Practices. Analysis of the effect of cultural/ethnic/racial/linguistic background in the rehabilitation counseling setting, including acceptance/perception of disability, and successful application, process, and rehabilitation outcome. Practice applications include provision of culturally sensitive counseling, vocational evaluation, and job placement. (2 cr) (Su)

Reh 6230. Introduction to Rehabilitation Research. Provides introduction to research methods in rehabilitation and disability studies, including the various types of research designs and the use of statistical methods. Introduces students to empirical research journals in rehabilitation. (3 cr) (Sp)

Reh 6560. Special Topics in Rehabilitation. Opportunity to provide specialized training in topics unique to rehabilitation. Topics cover many disability, employment, and independent-living issues. (1-4 cr) (F,Sp,Su) ®

Reh 6900. Independent Study. Prerequisite: Permission of instructor. (1-3 cr) (F,Sp,Su) ®

Reh 6910. Independent Research. Prerequisite: Permission of instructor. (1-3 cr) (F,Sp,Su) ®

Reh 6990. Continuing Graduate Advisement. (1-3 cr) (F,Sp,Su) ®

¹Parenthetical numbers preceded by *d* indicate a *dual* listing.

® Repeatable for credit. Check with major department for limitations on number of credits that can be counted for graduation.