Course Descriptions

SPED 500. Education of the Visually Impaired. 3 credits. A course which provides an overview of the field of visual impairment to include the following areas of emphases: History/Philosophy; Service-delivery models; medical, psychological and educational implications of partial vision or total blindness; curricula methods and materials; current issues/trends.

SPED 501. Diseases and Functions of the Eye. 2 credits. A course which introduces students to: a) the structural parts of the eye and its functions; b) common ocular conditions and diseases and their implications for education; c) interpretation of medical eye examination reports; and d) special considerations for infant, school-age academic, multiply disable and adult populations.

SPED 502. Braille Reading and Writing. 2 credits. In this course students learn: 1) to read and write the literary code of grade 2 braille, and 2) to teach the literary code of grade 2 braille to students of all ages.

SPED 503. Orientation and Mobility/Visually Impaired. 2 credits. This course introduces students to basic orientation and mobility techniques used by specialists when working with individuals with low vision and blindness. Concept development, kinesiology, tactile map construction, dog guides, electronic mobility devices and parental involvement are topics covered with respect to various populations (i.e., infants, school-aged academic children, multiple disabled children and adults).

SPED 504. Communication Media and Methods/Visually Impaired. 3 credits. Prerequisite: Consent of Instructor. This course provides an overview of the communication devices and adaptive technology used by the visually disabled. Students learn to read and write the braille codes for mathematics and music, do basic calculations on the abacus, brail and talking calculator and gain familiarity with computers and software currently used in the field.

SPED 505. Low Vision Assessment and Remediation. 2 credits. Prerequisite: T&L 315 and Consent of Instructor. A course which focuses on children who have severe visual deficits but with proper training are able to utilize their vision for learning. Effects of low vision are studied with respect to psychological/sociological development, academic learning, skills of independent living, and vocational choice. Methods of assessing visual function are examined with emphasis on adaptions needed in the educational settings. Optical and non-optical aids are compared and evaluated.

SPED 506. Introduction to Emotional Disorders. 2 credits. The historical perspective and the complexities of identification and characteristics of emotional disorders will be covered. Students will gain an understanding of service delivery models within a multisystem approach.

SPED 507. Introduction to Intellectual Disabilities. 2 credits. The historical perspective and the complexities of identification and characteristics of Intellectual Disabilities will be covered. Students will gain an understanding of service delivery models within a multisystem approach.

SPED 508. Introduction to Learning Disabilities. 2 credits. The historical perspective and the complexities of identification and characteristics of learning disabilities will be covered. Students will gain an understanding of service delivery models within a multisystem approach.

SPED 509. IEP Development. 2 credits. This course is an introduction to the individualized education plan (IEP) process, including an understanding of how to develop and
write effective IEPs for students with disabilities. In addition, the IEP template and process used by the state of North Dakota (i.e., TIENET) will be addressed.

**SPED 510. Early Intervention for Children with Special Needs.** 2 credits. An introduction to the field of Early Childhood Special Education, primarily for students interested in entering the field. Issues such as program design, parent involvement, identification, infant education, and effects of disabilities will be covered.

**SPED 511. Identification and Assessment of Young Children with Special Needs.** 3 credits. Prerequisite: Admission to the master’s program in special education. A study of the principles and procedures for screening, identifying and evaluating young children with special needs. Emphasis will be placed on exposing students to available assessment instruments and providing opportunities for actual testing of preschoolers.

**SPED 512. Methods and Materials for Preschool Children with Special Needs.** 3 credits. Prerequisite: Admission to the master’s program in special education. A comprehensive study of curricula, program development and intervention strategies for disabled children ages birth to 6.

**SPED 514. Intervention Strategies with Infants and Toddlers.** 2 credits. This course provides for study into the unique needs of infants and toddlers with disabilities as well as the delivery of intervention services to the very young child with disabilities and his/her family.

**SPED 515. Professional Development.** 1 credit. This course will provide an orientation to the roles and responsibilities of being a resident teacher in special education. Restricted to resident teachers in special education.

**SPED 521. Transition to Adult Life.** 3 credits. This course focuses on education, personal and vocational transition issues for students with disabilities across all grade levels into adult life. Assessment and transition program planning will be covered along with interagency collaboration skills and career awareness.

**SPED 522. Introduction to Gifted/Talented Education.** 3 credits. Prerequisite: T&L 315. Historical and evolutionary research, theories, and philosophies for understanding the developmental and social-emotional needs of the more able child from early childhood to adolescence in educational experiences. Characteristics of G/T learners in the intellectual, leadership, academic and creative realms; G/T learners cultural and societal influences on the field, educational trends.

**SPED 523. Assessment in Gifted/Talented Education.** 3 credits. Prerequisites: T&L 315, 423, SPED 551, or permission of instructor. Formal and informal assessments of characteristics of G/T learners in the intellectual, leadership, academic, and creative realms for identification and qualification for educational programming: assessment of readiness and content mastery. Ongoing assessment, progress monitoring, and data interpretation skills will be practiced. Issues surrounding the identification of G/T learners, including misdiagnoses, stereotyping, and bias will be critically evaluated. Legal issues surrounding this area, and cultural influences on data sources will be explored.

**SPED 524. Teaching Methods in Gifted/Talented Education.** 3 credits. Prerequisite: SPED 522. Methodological and pedagogical and emotional needs of the more able child in the educational environment. Exploration and analysis of contributing research, theories, and philosophies for designing differentiated learning opportunities from early childhood through adolescence via multiple modes, i.e., Bloom’s taxonomy, multiple intelligences, technologies, multicultural and creative materials; educational trends through curriculum design and the integration of formal and informal assessment data and national/state standards to create
individualized learning goals through curriculum compacting, tiering, acceleration, academic planning, modification, and mentorships.

**SPED 528. Advanced Assistive Technology.** 1 credit. This course covers the types and functions of assistive technology for students with disabilities across a variety of settings, e.g., home, schools and community. Assistive technology assessment and a working knowledge of best practices of assistive technology in the lives of students will be addressed. Identification of funding sources and assistive technology resources will also be covered.

**SPED 551. Advanced Assessment/Special Needs Students.** 3 credits. Prerequisite: admission to the master’s program in special education. Theory and practice of assessment, including formal and informal procedures for screening, identification and assessment of learning disabled, emotionally disturbed and educable mentally retarded students. Practical assignment included.

**SPED 552. Inclusive Methods.** 3 credits. The study of a variety of methods and materials for teaching and assessing children and youth with learning and behavior problems in the general education classroom.

**SPED 554. Advanced Methods: LD.** 3 credits. Prerequisite: admission to the master’s program in special education. The study of specific strategies, methods, and materials for working with students with learning disabilities.

**SPED 555. Advanced Methods: ED.** 3 credits. Prerequisite: admission to the master’s program in special education. The study of specific strategies, methods, and materials for working with students with emotional/behavioral disorders.

**SPED 556. Advanced Methods: Intellectual Disabilities.** 3 credits. Prerequisite: admission to the master’s program in special education. This course is a masters level methods course designed for professionals seeking to extend their skills in the areas of instruction, functional (life skills) curriculum, program and curriculum development, and functional behavioral analysis for working with students with moderate to severe intellectual disabilities.

**SPED 557. Progress Monitoring/Special Needs Students.** 3 credits. Prerequisite: admission to the master’s program in special education. This course covers all aspects of progress monitoring including what it is, how it works, the benefits of progress monitoring, various ways and strategies for conducting progress monitoring and how it functions in a Response to Intervention (RTI) model. Students will learn how to track students in reading, math, and written language by collecting data and then using that data to measure student progress and in instructional decision-making. The strongest research-based strategy for progress monitoring, curriculum-based measurement, will be covered in depth.

**SPED 558. Response to Intervention.** This course will address common elements of Response to Intervention (RTI) including definition, components of successful RTI models, establishing RTI teams and building capacity for school-wide RTI implementation, the use of standard protocol in RTI implementation, monitoring progress in academics and behavior within RTI models, understanding guidelines for problem-solving/decision making in RTI, as well as the future direction of RTI.

**SPED 560. Introduction to Autistic Spectrum Disorder.** 2 credits. Prerequisite: completed degree from a related field of study, e.g., education, special education, speech and language pathology, occupational therapy, physical therapy, social work, nursing, medicine, or seniors who have completed T&L 315, Education of the Exceptional Student, and are completing an undergraduate degree from a related field of study. This is the introductory course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder. Its central purpose
is to encourage parents and caregivers of individuals with autistic spectrum disorder to engage in reflective thinking about and critical analysis of the many and varied issues, e.g., identification, educational placement, effective treatments, vocational training, related to the provision of quality lifelong supports for these individuals.

**SPED 561. Methods for Autistic Spectrum Disorder.** 2 credits. Pre-and co-requisite: SPED 560. This is the second required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to encourage caregivers and parents who work with persons with ASD to engage in reflective thinking about and critical analysis of the many and varied programs and methods commonly applied in practice with persons with ASD or frequently discussed in the professional literature base.

**SPED 562. ASD: Supports Across the Lifespan.** 2 credits. Pre-and co-requisites: SPED 560 and 561. This is the third required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is threefold: a) to provide current information related to the chronic stressors experienced by caregivers for and family members of persons with ASD, b) to provide current information regarding career/vocational options related to transition from high school through adult life, e.g., young adults, middle-aged adults, older adults, and c) to provide current information regarding legal issues related to the provision of lifelong supports for persons with ASD.

**SPED 563. ASD: Medical Issues and Trends.** 2 credits. Pre-and co-requisites: SPED 560 and 561. This is the final required course in a sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to examine the role and future of medicine and medically oriented interventions for persons with ASD. Included in the course are discussions of issues related to conducting wellness examinations with persons with ASD, medication treatments currently available and those that will become available in the future.

**SPED 564. Structured Teaching.** 2 credits. Pre-and co-requisites: SPED 560 and 561. This is an elective course in the sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). Its central purpose is to encourage parents and caregivers of individuals with ASD to engage in reflective thinking about and critical analysis of this educational approach for these persons.

**SPED 565. Methods for Students with Asperger Syndrome.** 2 credits. Pre- and co-requisites: SPED 560 and 561. This is an elective course in the sequence of interdisciplinary courses focusing on autistic spectrum disorder (ASD). This course focuses specifically on the students who function at the high end of the spectrum. The purpose of this course is to provide parents, teachers, and caregivers of individuals with Asperger Syndrome (AS) background, knowledge, and experience with the diagnosis and characteristics, assessments, functional analysis, various methods and practices, transition planning, and support for families related to the provision of quality lifelong supports for these individuals.

**SPED 566. ASD Intensive Early Intervention.** 2 credits. This is an elective course in the sequence of interdisciplinary courses focusing on children with autistic spectrum disorder (ASD) birth to age six. Topics addressed will include basic characteristics of children with ASD birth to age six, the developmental implications for these children and their families, and research-supported early interventions utilizing a family-centered approach with an emphasis on natural learning opportunities.

**SPED 567. ASD Assessment.** 2 credits. Pre- and co-requisites: SPED 560 and 561. This course will help students gain a deeper understanding of the educational assessment, along with exploring some of the issues and controversies surround assessment.
SPED 578. Behavior Management for Special Needs Students. 3 credits. Pre-requisite: admission to the master’s program in special education. The study of a variety of effective behavior management and assessment techniques appropriate to the needs of children and youth with special needs. Topics include procedures to increase self-awareness, self-management, self-control, self-reliance, self-esteem, and assessment procedures and techniques for determining behavioral needs.

SPED 580. Practicum: Special Education. 1-4 credits. Practicum in the study of children and adolescents with disabilities in school and related settings. May be repeated.

SPED 583. Internship: Autism Spectrum Disorders. 1-6 credits. Pre-requisites: SPED 560, 561, and consent of the instructor. This is a culminating experience for students in the area of autistic spectrum disorders. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

SPED 584. Internship in Education: Gifted/Talented. 1-6 credits. Prerequisites: SPED 522, SPED 523, SPED 524 and/or consent of the instructor. This is a culminating field experience. May be repeated.

SPED 585. Internship: Visual Impairment. 1-6 credits, repeatable to maximum of six credits. Pre-requisites: SPED 500, 501, 502, and consent of the instructor. This is a culminating experience for students who are seeking licensure or an endorsement in the area of visual impairment. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

SPED 586. Internship: Emotional Disturbance. 1-6 credits. Pre-requisite: consent of the instructor. This is a culminating experience for students in the area of emotional disturbance. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

SPED 587. Internship: Intellectual Disabilities. 1-6 credits. Pre-requisite: consent of the instructor. This is a culminating experience for students in the area of Intellectual Disabilities. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

SPED 588. Internship: Learning Disabilities. 1-6 credits. Pre-requisite: consent of the instructor. This is a culminating experience for students in the area of learning disabilities. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

SPED 589. Internship: ECSE. 1-4 credits. Pre-requisites: SPED 510, 511, 512 and consent of the instructor. This is a culminating experience for students who are seeking licensure or an endorsement in the area of early childhood special education. This course is designed for students to synthesize previously learned information from coursework as they apply and implement their knowledge and skills through written products and classroom performance.

SPED 590. Special Topics in Special Education. 1-4 credits. Exploration of special topics (e.g., Braille Code, Infant/Toddler Mental Health, Response to Intervention, Concepts/Principles of Behavior Analysis, Methods & Application of Behavior Analysis) in the
study of special education. May be repeated for different topics. For course descriptions of special topics courses, contact the Special Education Program.

**SPED 590 Special Topics: Legal Aspects of SpEd.** 3 credits. This course covers the theory and study of special education law for children & youth with disabilities as it applies to the responsibilities of special education teachers.

**SPED 590 Special Topics: ABA Across Settings and Populations.** 2 credits. This course will focus on client-centered responsibilities across settings, including identification of the problem and selection and implementation of interventions based on biological, medical, and environmental variables. The course will also address management of behavioral services and supervision of those responsible for carrying out behavior change procedures.

**SPED 590 Special Topics: Assessment and Behavior Change Systems.** 4 credits. This course will address the process of identifying behaviors targeted for change and the use of behavioral assessment techniques to identify and analyze behavior-environment relations for the purpose of developing successful, functionally-based intervention strategies. Students will learn a variety of methods for behavior assessment, interventions, analysis of interventions, experimental analysis, and interpreting outcomes including the use of practical behaviorally-based assessment tools such as checklists, rating scales, structured observation tools, and curricular assessments.

**SPED 590 Special Topics: Braille Code I.** 1 credit. An introductory course that will enable teachers of children and youth with visual impairments develop basic competencies in reading and writing literary Braille.

**SPED 590 Special Topics: Braille Code II.** 1 credit. An advanced course that will enable teachers of children and youth with visual impairments develop higher level competencies in reading and writing literary Braille.

**SPED 590 Special Topics: Concepts & Principles of Behavior Analysis.** 3 credits. This course introduces definitions, characteristics, principles, processes and concepts of ABA. In addition, the philosophical assumptions and dimensions of the science of applied behavior analysis, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior will be addressed. Students will learn to differentiate between environmental and mentalistic explanations of behavior, and between conceptual, experimental, and applied analyses of behavior.

**SPED 590 Special Topics: Ethical and Professional Conduct for Behavior Analysts.** 3 credits. This course introduces ethical and professional considerations relevant in the professional practice of applied behavior analysis as well as the ethical and disciplinary standards of the profession. Students will become familiar with the ethical and professional conduct and legal issues relevant to BCBA-level practitioners found in the Behavior Analyst Certification Board's *Guidelines for Responsible Conduct for Behavior Analysts and Disciplinary and Ethical Standards and Disciplinary Procedures (2012)*, as well as the professional conduct consistent with the practice of applied behavior analysis.

**SPED 590 Special Topics: Infant/Toddler Mental Health.** 2 credits. This is an elective course offered by the University of North Dakota. Its central focus is to encourage educators, parents and caregivers, and others working with very young children to engage in reflective thinking about and critical analysis of addressing the mental health and social-emotional needs of very young children within their caregiving environments.

**SPED 590 Special Topics: Methods and Applications in Behavior Analysis.** 3 credits. This course addresses behaviorally-based strategies to establish, strengthen, and weaken
target behaviors. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (reinforcement, punishment, extinction, and stimulus control), as well as utilizing appropriate parameters and schedules of reinforcement and punishment. Various procedures combining fundamental behavior principles are reviewed, modeled, practiced, and demonstrated to mastery and fluency.

**SPED 590 Special Topics: Research Methods in Behavior Analysis.** 3 credits. This course focuses on the measurement of behavior and the analysis of intervention effect using single-subject experimental design. Procedures for collection and display of behavioral data are demonstrated, practiced, and examined for reliability, validity, efficiency, and relevance to a variety of settings, with a focus on educational environments. Individualized measurement procedures are developed and implemented using a variety of single-subject design formats, and the contribution of single-subject research design to education, clinical practice, and scientific inquiry is examined. Ethical considerations of experimental analysis are examined.

**SPED 591. Readings: Special Education.** 1-4 credits. Pre-requisite: consent of advisor and instructor. Designed primarily for advanced graduate students. May be repeated for different topics.

**SPED 593. Independent Project: Special Education.** 1-4 credits. Pre-requisite: consent of advisor and instructor. Designed primarily for advanced graduate students. May be repeated for different topics.

**SPED 995. Scholarly Project.** 2 credits. Pre-requisites: consent of advisor. The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor.