

# SPECIAL EDUCATION (SPED)

## SPED 5000 Issues In Special Education

[3 credit hours]

Examination of causes and characteristics, identification procedures, and potential of learners who significantly deviate from the norm mentally, physically and behaviorally. Issues related to services for persons with disabilities will be studied.

**Term Offered:** Spring, Summer, Fall

## SPED 5010 Atypical Development In Early Childhood: Implications For Development

[3 credit hours]

Factors that contribute to atypical development in early childhood, appropriate intervention models and implications of delay on young children's development. The focus will be on conditions that may result in eligibility of children for early intervention and/or special education services in infancy (0-2), in the preschool (3-5) and primary grade (K-3) years (ages 5 to 8).

**Term Offered:** Summer

## SPED 5080 Curriculum Adaptations and Strategies in Early Childhood Education

[3 credit hours]

[3 hours] Early childhood development, including learning and behavioral characteristics examined focusing on implications of developmental delay and risk. Implications for IEP-based instruction explored. Strategies that support inclusion discussed. Prerequisite: CIEC 5000, EDP 5210, SPED 5010.

**Term Offered:** Spring, Fall

## SPED 5120 Students With Special Needs: Developmental And Educational Implication

[3 credit hours]

In-depth study of personality, psychological and physical development, and educational needs of atypical children: including current research issues in areas of social, legal and environmental aspects of exceptional populations.

## SPED 5150 Advanced Practicum For Teaching Students With Moderate Educational Needs

[1 credit hour]

This course is taken with SPED 5160 to apply strategies and techniques for teaching students with moderate educational needs. Forty hours of required field.

**Term Offered:** Spring, Fall

## SPED 5160 Advanced Instructional Methods For Teaching Students With Moderate Educational Needs

[3 credit hours]

This course focuses on a community-referenced functional curricula approach to teaching children and youths with moderate to severe delays. An in-depth study of inclusionary activities, community-based instruction, social skills.

## SPED 5170 Supporting Youths And Adults With Disabilities Living And Working In The Community

[3 credit hours]

An in-depth study of strategies for linking youth and adults with disabilities to avenues leading to productive and fulfilling employment. Special emphasis will be on supported/ customized employment and the development of successful business partnerships to create jobs and careers for youth and adults with disabilities. Required as partial fulfillment of the University of Toledo's Transition to Work Endorsement Program for individuals seeking a State of Ohio TTW Endorsement.

**Term Offered:** Fall

## SPED 5180 Advanced Instructional Methods For Teaching Students With Intensive Educational Needs

[3 credit hours]

An in-depth examination of appropriate curriculum models, instructional strategies and adaptations, and related behavior problems for students with severe and multiple disabilities. A transdisciplinary team approach is explored.

**Term Offered:** Spring

## SPED 5190 Advanced Practicum For Students With Intensive Needs

[1 credit hour]

This course is taken with SPED 5180 to apply strategies and techniques for teaching students with intensive needs. Forty field hours are required.

**Term Offered:** Spring

## SPED 5210 Augmentative and Alternative Communication

[3 credit hours]

This course will provide an overview of alternative or augmentative modes of communication for children who are unable to meet their daily communication needs through natural modes such as speech, gestures or handwriting. It will provide a broad overview of AAC and its application, along with the history and terminology.

**Term Offered:** Fall

## SPED 5220 Research And Practice In Teaching Phonics, Reading And Writing To Students With Special Needs

[3 credit hours]

Current trends and issues in teaching reading and writing to students with disabilities. Examination of research supporting various methods. Application of research-based methods into practical strategies for classroom implementation. Twenty-four hours of field required.

**Term Offered:** Summer, Fall

## SPED 5230 Advanced Field Practicum In Diagnostic And Prescriptive Teaching

[1 credit hour]

Provides the laboratory to rehearse and refine the teaching skills presented in SPED 5/7220. Required of persons seeking initial special education certification. Forty field hours required. Taken concurrently with SPED 5220.

## SPED 5240 Disorders and Characteristics of Students with Emotional Disturbance

[3 credit hours]

This course introduces conceptual models of emotional disturbance (ED) in children and adolescents. Definitive diagnostics categories and their etiology are presented in contexts of their use in a variety of educational settings appropriate for children and adolescents with ED.

**Prerequisites:** SPED 5000 with a minimum grade of C

**SPED 5250 Teaching Career And Vocational Skills to Youth With Disabilities**

[3 credit hours]

This course is designed to teach the prospective teacher the necessary skills to enhance the transition from school to adult life for students with special needs. The course will cover several issues in the area of transition, including best practices, interagency collaboration, as well as application in developing a transition plan and summary of performance for youth with disabilities.

**Term Offered:** Spring, Fall**SPED 5260 Family And Professional Relations In Special Education**

[3 credit hours]

Effective parent and professional partnerships will be explored. Interpersonal communication skills, legal issues, effective models for home-school communication, and differences in culture, values and family expectations will be discussed.

**Term Offered:** Summer, Fall**SPED 5270 Team Models And Community Networking In Early Intervention**

[3 credit hours]

This course will focus on the skills, knowledge and ethical practices essential to the provision of effective service coordination and teaming for early intervention and early childhood special education. In addition, students will examine various models of teaming and consultation approaches and address issues related to working with individuals from cultural backgrounds other than their own.

**Term Offered:** Spring, Fall**SPED 5280 Management Of The Learning Environment In Early Childhood Special Education**

[3 credit hours]

Aspects of quality environments, in the home and in early childhood centers for young children with special needs. Of particular interest is identifying characteristics of natural environments that promote positive child outcomes.

**Term Offered:** Spring**SPED 5300 Teaching Literacy Skills To Adolescents With Disabilities**

[3 credit hours]

This course will review existing theories and research regarding teaching literacy to students with disabilities in 4th through 12th grades (those who did not learn to read by 3rd grade).

**Term Offered:** Summer**SPED 5310 Advanced Instructional Methods For Teaching Students With Mild Educational Needs**

[3 credit hours]

Theoretical considerations for designing instruction, lesson plan development using direct, explicit instructional approach, differentiation, co-teaching, and evidence-based practices to meet the needs of students with mild disabilities in school settings will be examined. Research-based approaches to teaching language arts, mathematics, science, and social studies, will be explored.

**Term Offered:** Spring, Fall**SPED 5320 Advanced Field Practicum For Students With Mild Educational Needs**

[1 credit hour]

Provides opportunities for field experience to use and refine the strategies for persons with mild disabilities presented in SPED 5310. Forty hours of field required.

**Term Offered:** Spring, Fall**SPED 5330 Advanced Child Study Institute: Ebd**

[1 credit hour]

Provides quality educational settings to inservice teachers to practice effective behavioral and academic managing of children and youth experiencing continuous emotional stress and trauma.

**SPED 5340 Advanced Behavior Management**

[3 credit hours]

This course provides training inservice teachers to become managers of intra-communication and interpersonal relationships in diverse special education settings. Nonviolent Crisis Prevention/Intervention (CPI) training required.

**Term Offered:** Spring**SPED 5450 Advanced Methods of Teaching Studeents With Emotional Disturbance**

[3 credit hours]

This course provides evaluation and application techniques of research-based methodologies for teaching students with emotional disturbance in school-based settings within the least restrictive environment.

**Prerequisites:** SPED 5340 with a minimum grade of C**Term Offered:** Fall**SPED 5510 Curriculum And Teaching Strategies: Physical And Other Health Impairments**

[3 credit hours]

Appropriate curriculum models, learning objectives and teaching strategies for students with physical or health impairing conditions are examined. Modification of materials, assessment options and alternatives response modes will be discussed.

**SPED 5600 ADVANCED PROFESSIONAL REFLECTIVE SEMINAR**

[3 credit hours]

The focus of this seminar is on teaching as a profession. Student will complete The Student Teaching Portfolio Project, a performance-based assessment approach to licensure and professional development. Additionally, this internship seminar provides a forum for group sharing, reflection, professional issues, ethical behaviors, interview processes, and career development.

**Corequisites:** SPED 6940**Term Offered:** Spring, Fall**SPED 5610 Seminar I: Orientation to Interprofessional Teaming**

[1 credit hour]

Become familiar with requirements for the Certificate in Interprofessional Teaming. Focus on competencies needed to work collaboratively with professionals to meet the needs of individuals with disabilities and their families.

**Prerequisites:** SPED 5270 with a minimum grade of D-**Term Offered:** Summer

**SPED 5620 Seminar II: Working Effectively with Team Members**

[1 credit hour]

Factors that support and threaten interprofessional collaboration. Become aware of policies affecting teaming. Engage in advocacy for teaming that will benefit individuals with disabilities.

**Prerequisites:** SPED 5610 with a minimum grade of D- and SPED 5270 with a minimum grade of D-

**Term Offered:** Summer, Fall

**SPED 5950 Workshop In Special Education**

[1-5 credit hours]

A workshop developed around topics of interest and concern for in-service teachers and other education personnel. Practical application of workshop topics will be emphasized.

**Term Offered:** Summer

**SPED 5980 Special Topics In Special Education**

[1-5 credit hours]

An advanced course for graduate students in special education or related fields. Topics are selected based on needs of the population. Student may repeat this course under different section numbers.

**Term Offered:** Spring, Summer, Fall

**SPED 5990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides graduate students with opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

**Term Offered:** Spring, Summer, Fall

**SPED 6060 K-3 Curr. Models and Int. Strategies**

[3 credit hours]

Examination of appropriate curriculum models, instructional strategies and adaptations for young students (K-3 grade) with mild to intensive educational needs. A trans-disciplinary team approach is explored with an emphasis on collaboration and communication.

**Term Offered:** Spring

**SPED 6070 Curriculum Models And Intervention Strategies In Early Childhood Special Education**

[3 credit hours]

Atypical infant, toddler and early childhood development will be examined. Specialized intervention techniques, their research and practice base and appropriate curriculum models will be explored. 20 clock hour practicum required.

**Term Offered:** Fall

**SPED 6080 Clinical And Educational Evaluation Of Students With Disabilities**

[3 credit hours]

An in-depth study of instruments used by school psychologists and classroom teachers to access and evaluate students. The diagnostic uses and the understanding of the results will be the focus.

**SPED 6110 Practices of Teaching Learners with Exceptionalities**

[3 credit hours]

This course is designed for candidates completing licensure. Teacher candidates will gain initial special education content that will assist in understanding students with exceptionalities and laws governing special education. In addition, teacher candidates will learn about the implementation of specially designed instruction for students with exceptionalities attending an inclusive classroom. This course will also focus on data collection, assessment, collaboration, and teaming.

**Corequisites:** SPED 6210

**Term Offered:** Fall

**SPED 6130 Advanced Practices for Inclusive and Specialized Teaching**

[3 credit hours]

This course is designed for candidates completing licensure and helps teacher candidates advance their practice. Continued content concentrating on the implementation of specially designed instruction for students with exceptionalities commonly attending an inclusive classroom will be continued. Additionally, data collection and assessment will be studied with respect to daily lesson planning, IEP writing, and behavioral management. IEP writing and functional behavior plans will be created based on a case study in the field. Collaboration and teaming with families will continue to be investigated.

**Prerequisites:** SPED 6110 with a minimum grade of C

**Corequisites:** SPED 6230

**Term Offered:** Spring

**SPED 6190 Policy, Context, and Hallmarks of Special Education**

[3 credit hours]

This course is designed for candidates completing licensure. Teacher candidates will gain initial special education content that will assist in understanding students with exceptionalities and laws governing special education. In addition, teacher candidates will learn about the implementation of specially designed instruction for students with exceptionalities attending an inclusive classroom. This course will also focus on data collection, assessment, collaboration, and teaming.

**Term Offered:** Spring, Summer, Fall

**SPED 6210 Practicum in Teaching Learners with Exceptionalities**

[1 credit hour]

This course will provide directed practicum teaching experiences in general education (15 weeks) and special education (15 weeks) for candidates completing licensure. In this placement, teacher licensure candidates will use information about students' learning and performance to plan and deliver instruction that will close the achievement gap. They will create a learning environment that is physically and emotionally safe. Candidates will have the opportunity to work in educational settings with experienced teachers.

**Corequisites:** SPED 6110

**Term Offered:** Fall

**SPED 6220 Collaboration For Inclusive Schools**

[3 credit hours]

Provides information and competencies to develop, implement and evaluate collaborative programs. Educators will enhance their ability to collaborate so that they can better meet the needs of their students.

**SPED 6230 Internship in Inclusive and Specialized Teaching**

[2 credit hours]

This course will provide directed planned field experiences in general education (15 weeks) and special education (15 weeks) for candidates completing licensure. In this placement, teacher licensure candidates will create learning situations in which students work independently and collaboratively in an environment that is respectful, supportive, and caring. Candidates will motivate students to work productively and assume responsibility for their own learning. Full responsibility for the classroom is expected by the end of the student teaching experience.

**Prerequisites:** SPED 6210 with a minimum grade of C**Corequisites:** SPED 6130**Term Offered:** Spring**SPED 6250 Issues And Research In Transition and Post-secondary****Outcomes for Student with Disabilities**

[3 credit hours]

An in-depth study of current transition issues and research focusing on best practices in transitioning students with disabilities into post-secondary education (i.e., college settings). Required as partial fulfillment of the University of Toledo's Transition to Work Endorsement Program for individuals seeking a State of Ohio TTW Endorsement.

**Prerequisites:** SPED 5250 with a minimum grade of C and SPED 5170 with a minimum grade of C**Term Offered:** Spring, Fall**SPED 6330 Internship/Student Teaching for Intervention Specialist**

[4 credit hours]

This course provides pre-service special education interventionists with a full-time student teaching experience with students with disabilities. Teaching experiences may occur in classrooms found within the continuum of placements, ranging from (not limited to) general education with consult to special schools. Full responsibility for the classroom is expected by the end of the student teaching experience.

**Prerequisites:** SPED 5320 with a minimum grade of C or SPED 5190 with a minimum grade of C**Corequisites:** CI 6190**Term Offered:** Spring, Fall**SPED 6350 Educational And Instructional Implications In Specific Learning Disabilities**

[3 credit hours]

Students will examine current trends in research and program development in Specific Learning Disabilities. The focus will be on learning and study skills: their implication in the development of learning.

**SPED 6360 Clinical Practicum: Learning Strategies For Students With Specific Learning Disabilities**

[1 credit hour]

Provides advanced graduate student with supervised practice in developing and implementing strategies and study skills for persons with learning problems. Required 15 hours instructional practice and weekly meetings with supervisors.

**SPED 6410 Theory And Research: Emotional Behavioral Disorders**

[3 credit hours]

This course provides in-depth readings on problems of emotionally and behaviorally disturbed/disordered children and youth. Intense study on two levels: (1) theoretical considerations and (2) treatments pertinent to diverse educational settings.

**Term Offered:** Fall**SPED 6420 Public School Emotional Behavior Disorders**

[1 credit hour]

This course provides supervised practice in classroom participation with students identified as Emotionally Behaviorally Disturbed/Disordered. Public School settings include: self-contained, resource, transition, mainstreamed and consultative-collaborative teaching roles.

**Term Offered:** Spring, Summer**SPED 6440 Teaching Children And Youth With Emotional Behavior Disorders**

[3 credit hours]

This course provides evaluation and application techniques of research based methodologies for teaching students with emotional behavioral Disorders/disturbances. Psycho-social educational best practices within the least restrictive environment are presented.

**Term Offered:** Spring**SPED 6470 Theory And Research: Autism**

[3 credit hours]

This course provides in-depth readings in the field of autism. The course includes intense study on two levels: (1) theoretical considerations and (2) treatment approaches pertinent to populations with autism.

**SPED 6480 Teach Youth/Child With Autism**

[3 credit hours]

This course provides research based methodologies for understanding and teaching children and youth with autism. Psycho-Social Educational best practices within the least restrictive environment are presented.

**SPED 6900 Independent Research In Special Education**

[1-5 credit hours]

Independent Research provides opportunities to work on individual research under the direction of faculty. The student meets with the instructor at intervals and conducts research without formal class meeting.

**SPED 6920 Master's Research Project In Special Education**

[1-5 credit hours]

The master's project is an individually designed product which meets the final activity requirement for completion of the masters degree.

**Term Offered:** Spring, Summer, Fall**SPED 6930 Seminars In Special Education**

[1-5 credit hours]

Seminars will consider problems and provide advanced study in the field of Special Education. A student may register for more than one seminar during a graduate program.

**Term Offered:** Spring, Summer, Fall**SPED 6940 Internship/Externship In Special Education**

[1-8 credit hours]

Provides the advanced graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.

**Term Offered:** Spring, Summer, Fall**SPED 6960 Master Research Thesis In Special Education**

[1-5 credit hours]

The master's thesis is an individually designed research study which meets the final activity requirement for completion of the master's degree.

**Term Offered:** Spring, Summer, Fall

**SPED 6990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides advanced graduate students opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

**Term Offered:** Spring, Summer, Fall**SPED 7000 Issues In Special Education**

[3 credit hours]

Examination of causes and characteristics, identification procedures, and potential of learners who significantly deviate from the norm mentally, physically and behaviorally. Issues related to services for persons with disabilities will be studied.

**Term Offered:** Spring, Summer, Fall**SPED 7120 Students With Special Needs: Developmental And Educational Implication**

[3 credit hours]

In-depth study of personality, psychological and physical development, and educational needs of atypical children: including current research issues in areas of social, legal and environmental aspects of exceptional populations.

**SPED 7150 Advanced Practicum For Teaching Students With Moderate Educational Needs**

[1 credit hour]

This course is taken with SPED 5160 to apply strategies and techniques for teaching students with moderate educational needs. Forty hours of required field.

**Term Offered:** Spring**SPED 7160 Advanced Instructional Methods For Teaching Students With Moderate Educational Needs**

[3 credit hours]

This course focuses on a community-referenced functional curricula approach to teaching children and youths with moderate to severe delays. An in-depth study of inclusionary activities, community-based instruction, social skills.

**Term Offered:** Spring, Fall**SPED 7170 Supporting Youths And Adults With Disabilities Living And Working In The Community**

[3 credit hours]

An in-depth study of strategies for linking youth and adults with disabilities to avenues leading to productive and fulfilling employment. Special emphasis will be on supported/ customized employment and the development of successful business partnerships to create jobs and careers for youth and adults with disabilities. Required as partial fulfillment of the University of Toledo's Transition to Work Endorsement Program for individuals seeking a State of Ohio TTW Endorsement.

**Term Offered:** Fall**SPED 7180 Advanced Instructional Methods For Teaching Students With Intensive Educational Needs**

[3 credit hours]

An in-depth examination of appropriate curriculum models, instructional strategies and adaptations, and related behavior problems for students with severe and multiple disabilities. A transdisciplinary team approach is explored.

**Term Offered:** Spring**SPED 7190 Advanced Practicum For Students With Intensive Needs**

[1 credit hour]

This course is taken with SPED 7180 to apply strategies and techniques for teaching students with intensive needs. Forty field hours are required.

**Term Offered:** Spring**SPED 7210 Augmentative and Alternative Communication**

[3 credit hours]

This course will provide an overview of alternative or augmentative modes of communication for children who are unable to meet their daily communication needs through natural modes such as speech, gestures or handwriting.

**Term Offered:** Fall**SPED 7220 Research And Practice In Teaching Phonics, Reading And Writing To Students With Special Needs**

[3 credit hours]

Current trends and issues in teaching reading and writing to students with disabilities. Examination of research supporting various methods. Application of research-based methods into practical strategies for classroom implementation. Twenty-four hours of field required.

**Term Offered:** Summer, Fall**SPED 7230 Advanced Field Practicum In Diagnostic And Prescriptive Teaching**

[1 credit hour]

Provides the laboratory to rehearse and refine the teaching skills presented in SPED 5/7220. Required of persons seeking initial special education certification. Forty field hours required. Taken concurrently with SPED 7220.

**SPED 7250 Teaching Career And Vocational Skills to Youth With Disabilities**

[3 credit hours]

This course is designed to teach the prospective teacher the necessary skills to enhance the transition from school to adult life for students with special needs. The course will cover several issues in the area of transition, including best practices, interagency collaboration, as well as application in developing a transition plan and summary of performance for youth with disabilities.

**Term Offered:** Spring, Fall**SPED 7260 Family And Professional Relations In Special Education**

[3 credit hours]

Effective parent and professional partnerships will be explored. Interpersonal communication skills, legal issues, effective models for home-school communication, and differences in culture, values and family expectations will be discussed.

**Term Offered:** Spring, Summer, Fall**SPED 7270 Team Models And Community Networking In Early Intervention**

[3 credit hours]

This course will focus on the skills, knowledge and ethical practices essential to the provision of effective service coordination and teaming for early intervention and early childhood special education. In addition, students will examine various models of teaming and consultation approaches and address issues related to working with individuals from cultural backgrounds other than their own.

**Term Offered:** Spring, Summer, Fall

**SPED 7280 Management Of The Learning Environment In Early Childhood Special Education**

[3 credit hours]

Aspects of quality environments, in the home and in early childhood centers for young children with special needs. Of particular interest is identifying characteristics of natural environments that promote positive child outcomes.

**Term Offered:** Spring, Fall**SPED 7310 Advanced Instructional Methods For Teaching Students With Mild Educational Needs**

[3 credit hours]

Theoretical considerations for designing instruction, lesson plan development using direct, explicit instructional approach, differentiation, co-teaching, and evidence-based practices to meet the needs of students with mild disabilities in school settings will be examined. Research-based approaches to teaching language arts, mathematics, science, and social studies, will be explored.

**Term Offered:** Spring, Fall**SPED 7320 Advanced Field Practicum For Students With Mild Educational Needs**

[1 credit hour]

Provides opportunities for field experience to use and refine the strategies for persons with mild disabilities presented in SPED 7310. Forty hours of field required.

**Term Offered:** Fall**SPED 7330 Advanced Child Study Institute: Ebd**

[1 credit hour]

Provides quality educational settings to inservice teachers to practice effective behavioral and academic managing of children and youth experiencing continuous emotional stress and trauma.

**SPED 7340 Advanced Behavior Management**

[3 credit hours]

This course provides training inservice teachers to become managers of intra-communication and interpersonal relationships in diverse special education settings. Nonviolent Crisis Prevention/Intervention (CPI) training required.

**Term Offered:** Spring**SPED 7510 Curriculum And Teaching Strategies: Physical And Other Health Impairments**

[3 credit hours]

Appropriate curriculum models, learning objectives and teaching strategies for students with physical or health impairing conditions are examined. Modification of materials, assessment options and alternatives response modes will be discussed.

**SPED 7610 Seminar I: Orientation to Interprofessional Teaming**

[1 credit hour]

Become familiar with requirements for the Certificate in Interprofessional Teaming. Focus on competencies needed to work collaboratively with professionals to meet the needs of individuals with disabilities and their families.

**Prerequisites:** SPED 7270 with a minimum grade of D-**Term Offered:** Summer**SPED 7620 Seminar II: Working Effectively with Team Members**

[1 credit hour]

Factors that support and threaten interprofessional collaboration. Become aware of policies affecting teaming. Engage in advocacy for teaming that will benefit individuals with disabilities.

**Prerequisites:** SPED 7610 with a minimum grade of D- and SPED 7270 with a minimum grade of D-**SPED 7630 Seminar III: Evidence-Based Practice and Innovation in Teaming**

[1 credit hour]

Issues related to principles of ethical practice, professional and advocacy. Ways in which technology can promote effective teaming practices with other professionals as well as with family members.

**Prerequisites:** SPED 7620 with a minimum grade of D-**Term Offered:** Summer**SPED 7800 Practical And Theoretical Implication Of Vision Impairment**

[3 credit hours]

A study of the research on the anatomy and physiology of the eye, visual impairments and the practical implication for learning, working and independent living.

**SPED 7810 Low Vision: Theory & Research**

[3 credit hours]

An in-depth study of the field of low vision. Conditions, equipment and instruction will be reviewed and analyzed for their implication to the field of vision.

**SPED 7880 Advanced Study Of Technology And Independent Daily Living For The Persons With Visual Impairment**

[3 credit hours]

This course includes the research regarding technology, strategies and an analytical evaluation of the independent living of the blind and visually impaired.

**SPED 7950 Workshop In Special Education**

[1-5 credit hours]

A workshop developed around topics of interest and concern for inservice teachers and other education personnel. Practical application of workshop topics will be emphasized.

**Term Offered:** Summer**SPED 7980 Special Topics In Special Education**

[1-5 credit hours]

An advanced course for graduate students in special education or related fields. Topics are selected based on needs of the population. Student may repeat this course under different section numbers.

**Term Offered:** Spring, Summer, Fall**SPED 7990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides graduate students with opportunities to work individually on professional problems with special education faculty. Individual meetings with sponsoring faculty are held.

**Term Offered:** Spring, Summer, Fall

**SPED 8060 K-3 Curr Models and Int Strate**

[3 credit hours]

Examination of appropriate curriculum models, instructional strategies and adaptations for young students (K-3 grade) with mild to intensive educational needs. A trans-disciplinary team approach is explored with an emphasis on collaboration and communication.

**Term Offered:** Spring**SPED 8070 Curriculum Models And Intervention Strategies In Early Childhood Special Education**

[3 credit hours]

Atypical infant, toddler and early childhood development will be examined. Specialized intervention techniques, their research and practice base, and appropriate curriculum models will be explored. 20 clock hour practicum required.

**Term Offered:** Spring, Summer, Fall**SPED 8080 Clinical And Educational Evaluation Of Students With Disabilities**

[3 credit hours]

An in-depth study of instruments used by school psychologists and classroom teachers to access and evaluate students. The diagnostic uses and the understanding of the results will be the focus.

**SPED 8220 Collaboration For Inclusive Schools**

[3 credit hours]

Provides information and competencies to develop, implement and evaluate collaborative programs. Educators will enhance their ability to collaborate so that they can better meet the needs of their students.

**SPED 8250 Issues And Research In Transition and Post-secondary Outcomes for Student with Disabilities**

[3 credit hours]

An in-depth study of current transition issues and research focusing on best practices in transitioning students with disabilities into post-secondary education (i.e., college settings). Required as partial fulfillment of the University of Toledo's Transition to Work Endorsement Program for individuals seeking a State of Ohio TTW Endorsement.

**Prerequisites:** SPED 5250 with a minimum grade of C and SPED 5170 with a minimum grade of C

**Term Offered:** Spring, Fall**SPED 8350 Educational And Instructional Implications In Specific Learning Disabilities**

[3 credit hours]

Students will examine current trends in research and program development in Specific Learning Disabilities. The focus will be on learning and study skills: their implication in the development of learning.

**SPED 8360 Clinical Practicum: Learning Strategies For Students With Specific Learning Disabilities**

[1 credit hour]

Provides advanced graduate student with supervised practice in developing and implementing strategies and study skills for persons with learning problems. Required 15 hours instructional practice and weekly meetings with supervisors.

**SPED 8410 Theory And Research: Emotional Behavioral Disorders**

[3 credit hours]

This course provides in-depth readings on problems of emotionally and behaviorally disturbed/disordered children and youth. Intense study on two levels: (1) theoretical considerations and (2) treatments pertinent to diverse educational settings.

**SPED 8420 Public School Emotional Behavior Disorders**

[1 credit hour]

This course provides supervised practice in classroom participation with students identified as Emotionally Behaviorally Disturbed/Disordered. Public School settings include: self-contained, resource, transition, mainstreamed and consultative-collaborative teaching roles.

**SPED 8440 Teaching Children And Youth With Emotional Behavior Disorders**

[3 credit hours]

This course provides evaluation and application techniques of research based methodologies for teaching students with emotional behavioral Disorders/disturbances. Psycho-social educational best practices within the least restrictive environment are presented.

**Term Offered:** Spring**SPED 8470 Theory And Research: Autism**

[3 credit hours]

This course provides in-depth readings in the field of autism. The course includes intense study on two levels: (1) theoretical considerations and (2) treatment approaches pertinent to populations with autism.

**SPED 8480 Teach Youth/Child With Autism**

[3 credit hours]

This course provides research based methodologies for understanding and teaching children and youth with autism. Psycho-Social Educational best practices within the least restrictive environment are presented.

**SPED 8720 Advanced Language And Speech For Persons With Hearing Impairments**

[3 credit hours]

Clinical evaluation model in descriptive linguistics and interaction in the use of a process approach to developing language with children with hearing impairments. Includes relation of hearing impairment to language development.

**SPED 8730 Synthesis Of Principles Of Educating Children With Hearing Impairments**

[3 credit hours]

Historical, Philosophical, psychological and social aspects of educating the hearing impaired. Factors affecting successful public school instruction is covered.

**SPED 8740 Curriculum And Assessment Issues Of The Education Of Persons With Hearing Impairments**

[3 credit hours]

Principles of educational assessment and curriculum development for students with hearing impairment. Assessment and curriculum issues will be discussed as they relate to current research trends in hearing impairment.

**SPED 8900 Independent Research In Special Education**

[1-5 credit hours]

Independent Research provides opportunities to work on individual research under the direction of faculty. The student meets with the instructor at intervals and conducts research without formal class meeting.

**Term Offered:** Spring, Summer, Fall

**SPED 8930 Seminars In Special Education**

[1-5 credit hours]

Seminars will consider problems and provide advanced study in the field of Special Education. A student may register for more than one seminar during a graduate program.

**Term Offered:** Spring, Summer, Fall

**SPED 8940 Internship/Externship In Special Education**

[1-8 credit hours]

Provides the advanced graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.

**Term Offered:** Spring, Summer, Fall

**SPED 8960 Doctoral Dissertation In Curriculum & Instruction**

[1-12 credit hours]

The doctoral dissertation is an original scholarly product required of all students completing the doctoral degree in Special Education Services.

**Term Offered:** Spring, Summer, Fall

**SPED 8990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides advanced graduate students opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

**Term Offered:** Spring, Fall