

# DEPARTMENT OF LANGUAGE, LITERACY, & SPECIAL POPULATIONS

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## About

### Chair

Barbara Greybeck (bjg018@shsu.edu)

### Assistant Chair

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### Contact Information

(936) 294-1108

### Website

<http://www.shsu.edu/academics/language-literacy-and-special-populations/index.html>

- Master of Education in TESOL (Teaching English to Speakers of Other Languages) ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/international-literacy-med](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/international-literacy-med))
- Master of Education in Reading/Language Arts ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/reading-language-arts-med](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/reading-language-arts-med))
- Master of Arts in Special Education ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/special-education-ma](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/special-education-ma))
- Master of Education in Special Education ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/special-education-med](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/special-education-med))
- Ed.D. in Literacy ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/literacy-edd](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/literacy-edd))
- Graduate Certificate Dyslexia ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/dyslexia-certificate](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/dyslexia-certificate))
- Graduate Certificate in Bilingual (Spanish) Educational Diagnostician ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/bilingual-spanish-educational-diagnostician-certificate](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/bilingual-spanish-educational-diagnostician-certificate))
- Graduate Certificate in Digital Literacies ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/digital-literacies-certificate](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/digital-literacies-certificate))
- Graduate Certificate in Early Childhood Education ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/early-childhood-education-certificate](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/early-childhood-education-certificate))
- Graduate Certificate in Developmental Reading ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/developmental-reading-certificate](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/developmental-reading-certificate))
- Graduate Certificate in Early Childhood Special Education ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/early-childhood-special-education-certificate](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/early-childhood-special-education-certificate))
- Graduate Certificate in Second Language Instruction ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/second-language-instruction-certificate](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/second-language-instruction-certificate))
- Reading Specialist Certification ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/reading-specialist-certification](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/reading-specialist-certification))
- Board Certified Behavior Analyst ([catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/board-certified-behavior-analyst](http://catalog.shsu.edu/archives/2016-2017/graduate/college-departments/education/language-literacy-special-populations/board-certified-behavior-analyst))

## Bilingual Education and English as a Second Language

### BESL 5302. Soc Cult Lang Infl On Learning. 3 Hours.

This course is an integration of concepts fundamental to meeting the needs of students with diverse backgrounds. This course looks at language in its social and cultural contexts. It provides strategies to address the needs of second language learners from varied linguistic backgrounds. It examines sociocultural factors in the language classroom, interpersonal relations, concepts, models, and strategies for pluralistic teaching.

### BESL 5303. Tchng ESL: Oral & Written Lang. 3 Hours.

This course emphasizes the nature of language; the structure of language, the nature of first and second language acquisition; possible areas of interference; student motivation; trends in effective teaching materials and procedures; observation, testing and evaluation techniques; and the significance of culture.

**BESL 5304. 2nd Lang Acquisition & Develop. 3 Hours.**

This course examines theories of second language acquisition as well as relationship between second language acquisition theory and language teaching. It compares and contrasts different theoretical perspectives of language, the learner, and the language learning process. It explores current research in the field of second language acquisition.

**BESL 5311. Applied Linguistics in ESL/EFL Settings. 3 Hours.**

This course examines the language subsystems of phonology, morphology, syntax, lexicon and pragmatics from a framework of ESL/EFL language teaching. It emphasizes fundamental language concepts and conventions of the English language and how these are viewed by second language learners.

**BESL 5313. ESL / EFL Methodology. 3 Hours.**

This course is an in-depth study of various approaches, methods and techniques used in the teaching of language components and language skills (reading, writing, listening and speaking) in English as a Second/Foreign Language (ESL/EFL) settings. The course provides practice in developing and implementing effective language lessons along with evaluating and selecting appropriate ESL/EFL teaching materials.

**BESL 5316. Computer Assisted Language Learning in English as a Second Language/English as a Foreign Language. 3 Hours.**

This course is an in-depth study of the theoretical, empirical, and pedagogical issues regarding Computer Assisted Language Learning (CALL). Students will synthesize the research base in CALL, as well as analyze and develop practical applications for use in the teaching of language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening and speaking) in English as a Second/Foreign Language (ESL/EFL) settings.

**BESL 5317. Second Language Assessment. 3 Hours.**

In this course, students will analyze the major concepts involved in second language assessment. Research-based methods will be used to design assessment systems to evaluate their students' learning. Students will develop conceptual linkages between assessment and teaching, analyze proficiency level assessments and apply formative assessments to improve learning outcomes.

**BESL 6088. Special Topics International Literacy. 1-3 Hours.**

The topic(s) included will vary with academic program and semester offered.

**BESL 6089. Independent Study in International Literacy. 1-3 Hours.**

This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).

**Prerequisite:** Consent of Department Chair.

**BESL 6301. Multiling Prg Dv in Cont Area. 3 Hours.**

This course is designed to address basic teaching principles in the areas of science, mathematics, and social studies; the organization and structure of bilingual programs; guidelines for language usage; staffing, scheduling, and physical organization; and learning styles, teaching strategies and use of auxiliary personnel specific to the bilingual classroom.

**BESL 6311. English for Specific Purposes. 3 Hours.**

This course addresses fundamental aspects related to theory, research and practice in English for Specific Purposes (ESP), including English for Academic Purposes (EAP). It explores a learner-centered approach to ESP/EAP, and practical applications of the course design in the form of syllabi, materials, methodology and assessment for particular ESP professional needs.

**BESL 6315. Action Research in Second Lang. 3 Hours.**

This course engages graduate students in action research, a form of self-reflective systematic inquiry on their own practice with second language learners. Topics include discussion of ethical guidelines, data collection techniques, and action planning. Finally, students use their reflective practices and serve as change agents in educational communities.

**Prerequisite:** Departmental approval.

**BESL 6320. Workshp In Ed: Multilingual Ed. 3 Hours.**

The topic(s) included will vary with academic program and semester offered.

## Literacy (LITC)

**LITC 7300. Psychological & Social Foundations of Language & Literature. 3 Hours.**

Using cognitive-processing, socio-cognitive processing, transactional, transactional-socio-psycho-linguistic, attitude, influence, and critical theories, candidates will explore literacy education.

**Prerequisite:** Admission into the Ed.D. program in Literacy Leadership.

**LITC 7310. The Politics of Literacy. 3 Hours.**

This course will examine the connections among the psychological, sociological, cultural, and political aspects of literacy learning and teaching. Students will develop their own research, community service and/or professional exploration projects, present works-in-progress, and set goals for further development.

**Prerequisite:** READ 5325 and BESL 5302.

**LITC 7320. Issues & Trends in Literacy Ed. 3 Hours.**

Current issues and trends related to field of literacy acquisition will be examined through the lens of theory, process and practice.

**Prerequisite:** Admission into the Ed.D. program in Literacy Leadership.

**LITC 7330. Research in Lang & Literacy. 3 Hours.**

This course is designed to present current theories and research regarding aspects of literacy and oral and written language. This knowledge is related to instructional applications for classrooms for the literacy development of children and students.

**Prerequisite:** READ 5306 or consent of the instructor.

**LITC 7332. Literacy Pedagogy For Adlt Lrng. 3 Hours.**

Issues, research and publications on the methodologies dedicated to the teaching of adults about literacy at the university level, whether in developmental reading or writing classes or enrolled in teacher education classes will be explored.

**Prerequisite:** LITC 7300.

**LITC 7335. Curriculum Thry & Literacy Edu. 3 Hours.**

This course explores the variety of curriculum perspectives, theories and processes related to the greater issue of literacy and literacy acquisition and the role of literacy leader at local, state, regional and national/international levels.

**Prerequisite:** LITC 7300 and LITC 7320.

**LITC 7336. Strategies for College Reading in Developmental Education. 3 Hours.**

This course explores research and practical application of reading concepts related to developmental and reading education. Principles of learning, students' reading strategy development, assessment/evaluation of teaching/learning, and the use of instructional technology will be examined using research-based best practices in developmental reading education.

**LITC 7340. Sociolinguistics/Discourse Analysis. 3 Hours.**

This course provides a critical examination and implementation of the theories, practices, and assessments related to the teaching of literacy to culturally and linguistically diverse learners. The practicum experiences will help promote sensitivity and appreciation for cultural diversity and instill creative and critical thinking skills necessary for leadership in a multicultural society and global economy.

**Prerequisite:** Admission into the Ed.D. program in Literacy Leadership.

**LITC 7345. Analysis, Interpretation, and Dissemination of Literacy Assessment. 3 Hours.**

This course provides an opportunity to train others in the use and interpretation of literacy assessment instruments. Additionally candidates will assist school sites in establishing a school-wide process for collecting, implementing, and communicating the results of a broad range of assessment data.

**Prerequisite:** LITC 7300.

**LITC 7350. Qualitative Methods in Lit Edu. 3 Hours.**

This course provides both theoretical and practical dimensions of qualitative research. Various paradigms of qualitative research, such as case study analysis, naturalistic inquiry, discourse analysis, ethnography, and narrative analysis are addressed in this course. Students will engage in data collection, analysis, and reporting of an individualized research project. The research project will enable students to summarize empirical evidence related to psychological, sociological, and linguistic foundations of reading and writing processes and instruction. Students will conduct and publish research and contribute to the development of the knowledge base.

**Prerequisite:** Admission into the Ed.D. program in Literacy Leadership.

**LITC 7351. Advanced Studies in Qualitative Methods in Education. 3 Hours.**

This course is designed for those students who want to propose and conduct a qualitative inquiry. Students will engage in data collection, analysis, and report writing of individualized research projects. These research projects will enable students to summarize evidence related to psychological, sociocultural, critical and linguistic foundations of their field of study.

**Prerequisite:** EDLD 7372, COUN 7372, or LITC 7350 and permission of the instructor.

**LITC 7358. Adv Studies In Literacy Rsch. 3 Hours.**

This course will allow doctoral students to learn and apply mixed-methods models to their research agendas. It will extend their research experiences beyond the limits of strictly qualitative or quantitative and allow for more applicability of their future research efforts. Social Science research continues to stress the importance of analyzing data from a variety of perspectives. Expertise in the mixed methods model will encourage doctoral students to examine data from multiple perspectives.

**Prerequisite:** LITC 7350 and LITC 7370.

**LITC 7360. Virtual Ethnography. 3 Hours.**

This course will enrich students' existing qualitative research methodologies by providing them with timely research to overcome the barriers that are inherent in conducting research within digital environments. Students will explore the strategies, methods, issues, possibilities, and technologies for conducting research within digital environments, such as virtual worlds, video games, and social networks, as well as gain the ability to become critical consumers of online and virtual data analysis programs.

**Prerequisite:** LITC 7350 and LITC 7385.

**LITC 7366. History of Reading. 3 Hours.**

The history of literacy reflects the changing religious, economic and political institutions of cultures, linking the needs and goals of a society and its school curriculum. Students will gain an understanding of these complex cultural relationships impacting research and practice. The historical progression of literacy research will be examined.

**Prerequisite:** Permission of Instructor.

**LITC 7367. Lang Arts: Theory & Practice. 3 Hours.**

This course examines current research, issues, and trends related to the field of literacy within the language arts: writing, linguistics, spelling, handwriting/computer skills, and the graphic/visual arts.

**Prerequisite:** Approval of Instructor.

**LITC 7370. Quantitative Rsch Method - Lit. 3 Hours.**

Emphasis is placed on the examination of quantitative research designs and methodologies, the critique of published educational research, the ethical and legal issues of educational research, and the development of a research proposal.

**Prerequisite:** LITC 7300 and permission of the instructor.

**LITC 7385. Digital Epistemologies. 3 Hours.**

This course will examine the role of digital literacy in education through the evaluation of digital literacies, their politics, problems, research, and inquiry, and will enable a deeper understanding of ways to incorporate digital literacies into curricula. Doctoral students will have a richer conceptualization of digital literacies and their place in twenty-first century education.

**LITC 8030. Dissertation in Lit Leadership. 1-6 Hours.**

This is an individual research course leading to the completion of a dissertation that will contribute new knowledge to the field of reading leadership education. Variable Credit (1-3). (Minimum of 9 semester hours total required.)

**Prerequisite:** LITC 7370; admission to candidacy in the doctoral program in reading leadership education; successful completion of comprehensive exam; and approval of doctoral advisor.

**LITC 8320. Application Of Literacy Rsrch. 3 Hours.**

Research concepts and tools, and knowledge of the literature will be applied to literacy research problems. Each student will prepare a proposal for the dissertation.

**Prerequisite:** Completion of a minimum of 48 required hours toward the Ed.D.

## Reading

**READ 5105. Problems In Reading. 1 Hour.**

**READ 5305. Gaming and Literacy. 3 Hours.**

Students examine the impact that gaming, virtual environments, and popular culture have on literacy instruction at all age levels. Students will demonstrate comprehensive knowledge of these digital literacies and how they affect learning. An examination of multiple popular culture platforms will be studied regarding how they can be used in development and design of literacy curricula.

**READ 5306. Survey Of Reading. 3 Hours.**

This course provides historical and philosophical perspectives in literacy instruction. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.

**READ 5307. Prac-Lit Assmt/Instr Stratgy I. 3 Hours.**

This course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment.

**Prerequisite:** READ 5306.

**READ 5308. Prac-Lit Assmt/Instr Strat II. 3 Hours.**

This course offers an in-depth study of the assessment of struggling readers and writers. In supervised settings teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies.

**Prerequisite:** READ 5307.

**READ 5309. Literacy Instr In Grades Ec-4. 3 Hours.**

Candidates explore research-based instructional practices in emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools. This course is designed for graduate students admitted to an authorized initial alternative teaching certification program. This course does not count toward the reading master's degree program.

**READ 5310. Literacy Instr In Grades 4-8. 3 Hours.**

This course explores research-based instructional practice in middle school, word analysis skills, current literacy methodologies, and diversity of learners in schools. This course is designed for graduate students admitted to an authorized initial alternative teaching certification program. This course does not count toward the reading master's degree program.

**READ 5311. Literacy & Learning Grade 8-12. 3 Hours.**

This course is for prospective and practicing teachers and focuses on the literacy strategies that enable 8-12 students to comprehend, engage, and make use of the more challenging content and texts in all 8-12 subject areas. Candidates will be involved in class lectures, discussion, small group activities, written assignments, oral presentations, and tests.

**READ 5312. Second Language Literacy. 3 Hours.**

This course focuses on literacy development from the perspective of the second language learner. It examines on theories related to second language reading and research on the relationship between first and second language literacy. The social contexts of second language reading and instructional practices for second language literacy are analyzed.

**READ 5313. Digital Literacy and Pedagogy. 3 Hours.**

This course provides graduate students with the ability to evaluate and create effective digital literacy curricula. Topics include instruction design that meets the needs of all learners and development of an understanding and conceptualization of digital literacy's effect on literacy and literate practices.

**READ 5314. Digital Literacies & Policy. 3 Hours.**

This course will provide graduate students with the background and information for administering and evaluating digital literacy programs, policies, and laws to better understand learning in online environments. Students will examine legal issues and rights in designing technology infused literacy programs.

**READ 5315. Language Arts: Theory & Instr. 3 Hours.**

This course provides theories and practices for teaching oral and written English, integrating the processes of reading, writing, listening, and speaking in classrooms, and the integration of language arts across the curriculum.

**READ 5316. Language Arts: Research Applic. 3 Hours.**

This course is a companion course to READ 5315 and provides research applications, as well as theory and practices for oral and written English. Emphasis is placed on integrating the process of reading, writing, digital composition, listening, speaking, viewing and representing in classrooms, and the integration of language arts across the content area curriculum.

**Prerequisite:** Acceptance to Sam Houston Writing Project.

**READ 5325. Imprvmt In Sec Sch/Adult Pop. 3 Hours.**

This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts and techniques to teach reading and study strategies in secondary and adult classrooms.

**READ 5330. Lit & Instr Mat In Rdg Progs. 3 Hours.**

This course prepares specialized reading professionals to teach classic and contemporary children's and young adult's literature and easy reading fiction and nonfiction at all levels. Theories and practices that stimulate student interest in reading, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth are emphasized.

**READ 5335. Cognition & Emergent Literacy. 3 Hours.**

This course provides an opportunity to examine language, cognition, and pre-reading skills of young children. It enables the student to understand, develop, and evaluate language and reading programs for young children.

**READ 6088. Special Topics in Reading. 1-3 Hours.**

This course will provide the opportunity for relevant and timely workshops and independent research and study.

**READ 6089. Independent Studies in Reading. 1-3 Hours.**

This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).

**Prerequisite:** Consent of Department Chair.

**READ 6310. Admin/Suprvsn Of Literacy Prog. 3 Hours.**

This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grade K through 12 at classroom, building and district levels.

**Prerequisite:** READ 5306 or consent of instructor.

**READ 6320. Internship In Reading Supervsn. 3 Hours.**

This course provides a field internship for Reading Specialist candidates that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. The internship provides students opportunities to apply the theories and principles of learning throughout the reading masters program. Candidates must be enrolled in their final semester of coursework for the reading masters degree; the candidate's portfolio will be developed as part of this capstone course.

**READ 7088. Special Topics in Literacy. 3 Hours.****READ 7089. Independent Study in Literacy. 1-3 Hours.****READ 7100. Seminar In Literacy Leadership. 1 Hour.**

Individual seminar topics will be presented monthly and will change for each semester in which candidates are enrolled. Topics will cover a wide variety of issues of interest to literacy educators. May be repeated for credit for a total of three credits.

**Prerequisite:** Admission into the Ed.D. program in Literacy Leadership.

**READ 7301. Adv Surv of Curr Rsrch in Litr. 3 Hours.**

Seminar topics are presented which address a wide variety of current issues and questions of interest to literacy educators and researchers. Topics are designed to assist doctoral students gain currency in specific areas and to explore a possible research agenda. These topics range from international literacy, literacy in an electronic age, to planning literacy pedagogy for teacher preparation programs.

**READ 7387. Directed Topics In Reading. 3 Hours.**

This course will provide the doctoral student an opportunity to engage in detailed and in-depth study of a program or problem in reading education. The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation.

**READ 7732. Litrcy Pedagogy For Adlt Lrng. 3 Hours.**

Issues, research and publications on the methodologies dedicated to the teaching of adults about literacy at the university level, whether in developmental reading or writing classes or enrolled in teacher education classes will be explored.

**Prerequisite:** READ 7300.

## Special Education

**SPED 5301. Ed Of IndvdlS Wth Disabilities. 3 Hours.**

This course provides an introduction to the strengths and needs of persons with disabilities, with implications for identification and educational programming for regular and special educators. Legislation and case law addressing the rights of individuals with disabilities are discussed.

**SPED 5302. Assessment In Special Edu. 3 Hours.**

This course addresses basic measurement principles, formal and informal assessment, and the connection of assessment to instruction. Students gain experience with diagnostic tools for assessing achievement, social behavior, adaptive behavior, language, and perceptual-motor skills.

**SPED 5303. Stdy-Cogntve/Low Incidn Dsblty. 3 Hours.**

This course is designed to provide an in-depth study of the strengths and needs of persons with intellectual disabilities and other low-incidence disabilities. Topics addressed include etiology, family partnerships, educational needs, inclusive programming, and transition issues across the lifespan.

**SPED 5304. Tch Mthd-Lrnrs/Mild-Mod Dsblty. 3 Hours.**

Course content centers upon a rationale for instruction of students with mild to moderate disabilities. Research-based assessment and instructional strategies are presented.

**SPED 5305. Indv Assmt-Cog Funct/Wechsler. 3 Hours.**

This course is designed to acquaint students with the theory, problems, ethical standards, and techniques of administering individual tests of intelligence. Specifically, each student will learn to administer, score, and interpret the various cognitive assessments.

**SPED 6016. Workshop in Education. 1-3 Hours.**

The topic(s) included will vary with academic program and semester offered. Variable Credit (1-3).

**SPED 6088. Special Topics in Special Ed. 3 Hours.**

**SPED 6089. Independent Study Special Edu. 1-3 Hours.**

This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).

**Prerequisite:** Consent of Department Chair.

**SPED 6301. Applied Behavior Analysis. 3 Hours.**

This course presents basic principles, processes, and concepts in Applied Behavior Analysis. K Applied project required.

**SPED 6302. Seminar In Autism Spectrum Dis. 3 Hours.**

The course provides an overview of autism spectrum disorders, identification and etiology, and research-based programs and services for students identified with disabilities within the spectrum of autism.

**SPED 6303. Behavioral Assmt & Interventn. 3 Hours.**

This course presents an in-depth study of basic principles of Applied Behavior Analysis, behavioral assessment procedures and interventions, and ethical considerations in applied settings. A field-based project is required.

**Prerequisite:** SPED 6301 .

**SPED 6304. In-Home Training & Family Iss. 3 Hours.**

This course has a focus on the diverse needs of children and families with exceptionalities. The course covers the interplay of diverse cultures, abilities, and communication within a context of professional collaboration.

**SPED 6305. Std Behavior Disorder Children. 3 Hours.**

This course focuses on theories, characteristics, and instruction for students with mild, moderate, and severe emotional and behavioral disorders. Issues involving definition, classification, and intervention for such disorders as aggression, autism, depression, and delinquency will be addressed.

**SPED 6306. Eval & Measurement Of Behavior. 3 Hours.**

This course addresses ethical issues in research, single-subject experimental design, descriptive statistics, visual analysis, and interpretation of data. KA research project is required.

**Prerequisite:** SPED 6301.

**SPED 6307. Behavior Change & Sys Support. 3 Hours.**

This course presents methods and procedures of Applied Behavior Analysis including antecedent manipulations, consequence manipulations, and teaching functionally equivalent responses. Behavior Analytic methods and curriculum for the education and treatment of children with disabilities will be emphasized. Ethics for behavioral intervention will be presented. Demonstration of behavioral methods and strategies required.

**Prerequisite:** SPED 6303.

**SPED 6308. Practicum & Mthd In Special Ed. 3 Hours.**

Students gain direct experience in the use of curriculum, methods, and materials for learners with special needs. Additional topics include assessment, modifications, adaptations, learning strategies, direct instruction and collaboration.

**Prerequisite:** SPED 5301.

**SPED 6309. Internship. 3 Hours.**

Students in the internship develop and implement multiple Behavior Analytic programs in applied settings under the supervision of a Board Certified Behavior Analyst.

**Prerequisite:** SPED 6303, SPED 6306 and SPED 6307.

**SPED 6310. Assmt-Yng Chld/Low Incidnc Pop. 3 Hours.**

This course provides instruction and practice in administration, scoring, interpretation, and reporting results of individual tests and assessments for young children, individuals with intellectual disabilities and persons with low-incidence disabilities. Informal techniques such as play-based assessment, portfolio assessment, and contextual assessment are presented.

**Prerequisite:** SPED 5302, SPED 5305.

**SPED 6311. Smnr Special Education. 3 Hours.**

This course prepares students for the role of the educational diagnostician. Topics addressed include special education law, consultation and collaboration, second language learners with special needs, and research-based best practices in special education.

**Prerequisite:** SPED 5301.

**SPED 6312. Prac Edu Diagnosticians. 3 Hours.**

This course provides a field-based practicum under the direction of a certified educational diagnostician. It is designed to provide intensive study in the role of the educational diagnostician.

**Prerequisite:** SPED 5302, SPED 5305, permission of instructor.

**SPED 6313. Seminar-Learning/Learning Dis. 3 Hours.**

This course presents a study of the research and professional literature related to language and learning disabilities. An overview of math disabilities is also presented.

**SPED 6314. Thesis I-Rsch Mthd-Bhvr Analys. 3 Hours.**

Students conduct a literature review and develop a Behavior Analytic research proposal according to APA style for their masteris thesis.

**SPED 6315. Thesis II. 3 Hours.**

Students collect and analyze experimental data and defend their research thesis.

**Prerequisite:** Admission to Candidacy, SPED 6314.

**SPED 6317. Applied Research In Spec Ed. 3 Hours.**

Current research issues in special education will be discussed, with emphasis on research in behavior analysis. Students will conduct an experimental research project, collect and analyze data, and present results. Students will also present research related to experimental project.

**Prerequisite:** SPED 6314.

**SPED 6318. Ethics for Behavior Analysts. 3 Hours.**

This course provides students with knowledge and skills to apply ethical standards to guide their professional practices as behavior analysts. Ethical standards and guidelines of professional organizations or agencies are presented, with in-depth study of the standards of Applied Behavior Analysts International (ABAI), Association of Professional Behavior Analyst (APBA), and the Behavior Analyst Certification Board (BACB).

**Prerequisite:** Admission to graduate studies.

**SPED 6319. Bilingual Cognitive Assessment. 3 Hours.**

This course provides students with the theory base, knowledge of current issues, and techniques of administering individual tests of cognitive ability. Emphasis is placed on assessment of dual-language individuals in a valid and ethical manner. Each student will learn to administer, score, and interpret current cognitive assessment data that are conducted in English and Spanish.

**Prerequisite:** SPED 5302 and approval of instructor.

**SPED 6321. Outcomes in Behav Intervent. 3 Hours.**

This course focuses on research-based strategies for improving outcomes in student behavior. Essential principles of the course include ethical conduct, functional behavior assessment, behavior analysis, data collection, and specifically designed research-based classroom interventions.

**SPED 6322. Bilingual Spec Ed Assessment. 3 Hours.**

This course addresses measurement principles, formal and informal assessment, and connecting assessment to instruction. Students gain experience with assessment of achievement skills in Spanish and English, social behavior, adaptive behavior, and perceptual-motor skills for English Language Learners (ELLs) to determine eligibility in Special Education.

**SPED 6328. Practicum in Behavior Analysis. 3 Hours.**

In this course students gain direct experience in the use of behavioral principles, methods, and materials for learners with and without special needs while under the direct supervision of a Board Certified Behavior Analyst (BCBA).

**Prerequisite:** SPED 6307.

**SPED 7088. Special Topics in Special Ed. 3 Hours.**

**SPED 7089. Ind Study Special Education. 1-3 Hours.**

**SPED 7101. Doctoral Seminar in Special Ed. 1 Hour.**

Candidates will demonstrate their knowledge of real problems and needs in both national and local special education programs and policies. Identification of existing research problems and an action plan for implementation will be required.

**Prerequisite:** Admission to the Ed.D. Program in Special Education.

**SPED 7301. Instrctnl Prac In Special Edu. 3 Hours.**

Course content examines research-based programs and practices in academics, literacy, math, and behavior which is designed to document student learning under conditions of intensive, research-based instruction, including universal design. Response to Intervention programs will be included as part of a directed effort to meet the educational needs of students at a pre-referral phase. Family partnerships and collaboration with internal and external stakeholders are emphasized. Research-based practices in promoting student self-determination and independent functioning are emphasized.

**SPED 7302. Legal Issues and Policies in Special Education. 3 Hours.**

This course covers the major laws and policies affecting individuals with exceptionalities. The current body of research and literature in legal issues is emphasized.

**Prerequisite:** Admission to the Ed.D. program in Special Education.

**SPED 7303. Fnctnl & Crclm-based Assmnt. 3 Hours.**

Research and practice in the dynamics and critical decisions involving functional and curriculum-based assessment systems are covered. The relationship between interventions and assessment findings will be focused upon in both academic and behavioral contexts. Candidates will demonstrate proficiency in creating high quality Individualized Educational Programs (IEP) and Behavioral Support Plans (BSP).

**Prerequisite:** SPED 7302.

**SPED 7304. Program Evaluation in Spec Ed. 3 Hours.**

Course content will be devoted to the evaluation of the learning environments that foster student engagement and academic success, prevention of behavior problems, and recognition of diversity. Examination of theories, models, issues, and practices in conducting evaluations of special education programs will be emphasized. The promotion of continuous improvement of school programs and services along with lifelong professional growth for educators are designated course outcomes. School wide reform processes and procedures will be presented.

**Prerequisite:** SPED 7302.

**SPED 7305. Personnel Preparation and Collaboration. 3 Hours.**

The content and experiences provided in this course are directed toward the preparation and ongoing professional development of special education personnel in varied roles. Candidates will examine and apply practices and competencies that support and promote ethical and professional behaviors and value continuing professional growth and development. Prerequisite: SPED 7302.

**SPED 7306. Small N Designs in Ed Research. 3 Hours.**

This course addresses the rationale, logic, and methodology of single subject and small n research designs. Students will practice graphing data and conducting visual analysis. Students will read original research demonstrating single subject designs and will prepare research proposals using small N research designs.

**Prerequisite:** SPED 7302.

**SPED 7316. Independent Research Spec Educ. 3 Hours.**

This course will provide doctoral students an opportunity to engage in detailed and in-depth research study of a program or issue in special education. Students will work under the supervision of a doctoral faculty member in special education and will produce a written product presentation.

**Prerequisite:** Admission to doctoral studies and departmental approval.

Chair: **Barbara J. Greybeck**

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