SPECIAL EDUCATION (SPED)

SPED 2360. Survey of Exceptionalities.
Course provides for the examination of types, characteristics, and causes of various exceptionalities; identifies federal laws as they relate to various populations; and serves as an introduction to the education of exceptional students in the home, school, and community. Prerequisite: Sophomore classification.
	Grade Mode: Standard Letter
about Survey of Exceptionalities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

SPED 3309. Educating Students with Emotional/Behavioral Disorders.
This course addresses topics associated with teaching students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues. Prerequisites: Admission to the Teacher Preparation Program or Minor in Special Education; 2.75 Overall GPA. Co-requirements: SPED 2360.
about Educating Students with Emotional/Behavioral Disorders
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 3338. Educating Students with Emotional/Behavioral Disorders.
This course addresses topics associated with teaching students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues. Prerequisites: Admission to the Teacher Preparation Program or Minor in Special Education; 2.75 Overall GPA. Co-requirements: SPED 2360.
about Educating Students with Emotional/Behavioral Disorders
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 3339. Assessing Students with Disabilities.
The course provides information about formal and informal assessment for the identification of cognitive aptitude; academic achievement; social, emotional, and motor development; and includes implications of these results for instruction or remediation. Prerequisites: Admission to the Teacher Preparation Program or Minor in Special Education; 2.75 Overall GPA.
about Assessing Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 3340. Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities.
This course delineates evidence-based instructional theories and practices for students with mild or moderate disabilities. The course targets curricular and instructional design for students who need specialized methods for successful learning. Topics include curriculum-based measurement and progress monitoring, specialized evidence-based strategies matched to presenting characteristics, and evidence-based inclusion models. Prerequisites: 2.75 Texas State GPA, SPED 2360. Prerequisite/corequisite: SPED 3390.
about Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 3344. Educating Students with Mild Disabilities.
Course provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed with primary emphasis on learning disabilities. Role of classroom management and classroom teacher’s role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented. Prerequisite: 2.75 overall GPA. Junior classification required. Must be admitted to the Teacher Preparation Program or Minor in Special Education.
about Educating Students with Mild Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 3345. Teaching Language Arts to Students with Disabilities.
Course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students’ access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas. Prerequisites: Admission to the Teacher Preparation Program and Minor in Special Education; SPED 2360; 2.75 Overall GPA.
about Teaching Language Arts to Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 3374. Classroom and Behavior Management Strategies for Students with Disabilities.
Effective strategies for classroom management. Topics include: common management problems, evaluation of classroom management approaches, strategies for preventing behavior problems, teaching new behaviors, increasing desired group and individual behaviors, and positive strategies for reducing inappropriate group and individual behaviors. Prerequisites: Admittance to the Teacher Preparation Program or Minor in Special Education; 2.75 Overall GPA.
about Classroom and Behavior Management Strategies for Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 4310. Selected Topics in Special Education.
In-depth study of selected topics of current interest in special education. Work done on an independent study basis with faculty member and available only with permission of department. Prerequisites: Admission to the Teacher Preparation Program; 2.75 Overall GPA.
about Selected Topics in Special Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

SPED 4340. Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities.
This course delineates evidence-based instructional theories and practices for students with mild or moderate disabilities. The course targets curricular and instructional design for students who need specialized methods for successful learning. Topics include curriculum-based measurement and progress monitoring, specialized evidence-based strategies matched to presenting characteristics, and evidence-based inclusion models. Prerequisites: 2.75 Texas State GPA, SPED 2360. Prerequisite/corequisite: SPED 3390.
about Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 4344. Educating Students with Mild Disabilities.
Course provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed with primary emphasis on learning disabilities. Role of classroom management and classroom teacher’s role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented. Prerequisite: 2.75 overall GPA. Junior classification required. Must be admitted to the Teacher Preparation Program or Minor in Special Education.
about Educating Students with Mild Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Mild Disabilities

SPED 4345. Teaching Language Arts to Students with Disabilities.
Course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students’ access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas. Prerequisites: Admission to the Teacher Preparation Program and Minor in Special Education; SPED 2360; 2.75 Overall GPA.
about Teaching Language Arts to Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Language Arts to Students with Disabilities

SPED 4374. Classroom and Behavior Management Strategies for Students with Disabilities.
Effective strategies for classroom management. Topics include: common management problems, evaluation of classroom management approaches, strategies for preventing behavior problems, teaching new behaviors, increasing desired group and individual behaviors, and positive strategies for reducing inappropriate group and individual behaviors. Prerequisites: Admittance to the Teacher Preparation Program or Minor in Special Education; 2.75 Overall GPA.
about Classroom and Behavior Management Strategies for Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Classroom and Behavior Management Strategies for Students with Disabilities

about Survey of Exceptionalities

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Selected Topics in Special Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Educating Students with Emotional/Behavioral Disorders

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Assessing Students with Disabilities

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Evidence-Based Instructional Practices for Students with Mild or Moderate Disabilities

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Educating Students with Mild Disabilities

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Educating Students with Mild Disabilities

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Teaching Language Arts to Students with Disabilities

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Classroom and Behavior Management Strategies for Students with Disabilities

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Classroom and Behavior Management Strategies for Students with Disabilities
This course provides an overview of student characteristics and appropriate instructional techniques pertaining to individuals with intellectual and developmental disabilities. Techniques include specialized assessment and instructional strategies, functional curriculum development, transition planning, positive behavior supports, and assistive technologies. Prerequisites: Admittance to the Teacher Preparation Program or Minor in Special Education, 2.75 Overall GPA, SPED 2360, about Educating Students with Intellectual and Developmental Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Intellectual and Developmental Disabilities

SPED 4389. Special Education Practicum.
This course provides opportunities for students to design and apply assessment, planning, and instructional strategies. Students may be required to instruct in one or more content areas including academic, life, social, prevocational or vocational and/or communication skills. Prerequisites: Admittance to the Teacher Preparation Program; SPED 2360, SPED 3338 or SPED 4381, SPED 4345, SPED 4374; 2.75 Overall GPA.
about Special Education Practicum
3 Credit Hours. 0 Lecture Contact Hours. 20 Lab Contact Hours.
Grade Mode: Standard Letter
about Special Education Practicum

SPED 5310. Selected Topics in Special Education.
In-depth study of selected topics of current interest in special education. Work done on independent study basis with faculty member and available only with permission of department. May be repeated for credit.
about Selected Topics in Special Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Selected Topics in Special Education

SPED 5311. Teaching Language Arts to Students with Disabilities.
Course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students’ access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas.
about Teaching Language Arts to Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Language Arts to Students with Disabilities

SPED 5313. Education Students with Emotional/Behavioral Disorders.
 Specific strategies and issues associated with effective instruction of students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues.
about Education Students with Emotional/Behavioral Disorders
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Education Students with Emotional/Behavioral Disorders

SPED 5314. Advanced Educational Strategies for Students with Autism.
This course examines theories and specialized instructional strategies pertaining to the education of children and youth with Autism Spectrum Disorders. Prerequisite: SPED 5327.
about Advanced Educational Strategies for Students with Autism
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Advanced Educational Strategies for Students with Autism

This course prepares special education teachers, behavior analysts, and other professionals associated with the education and treatment of students with autism for the ethical issues encountered in schools, homes, and clinics. This course emphasizes the ethical guidelines for responsible conduct established by the Behavior Analyst Certification Board. Restricted to Special Education Majors only.
about Ethics, Trends & Issues in Ed & Treatment of Students with Autism & Other Developmental Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Ethics, Trends & Issues in Ed & Treatment of Students with Autism & Other Developmental Disabilities

SPED 5325. Development Perspectives of the Mildly Disabled.
In-depth study of language, cognitive, psychosocial, and motor development, from infancy to adulthood, in the mildly disabled. Special emphasis on the relationship between these developmental problems and the learning process.
about Development Perspectives of the Mildly Disabled
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Development Perspectives of the Mildly Disabled

SPED 5326. Educating Students with Mild Disabilities.
Course provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed with primary emphasis on learning disabilities. Role of classroom management and classroom teacher’s role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented.
about Educating Students with Mild Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Mild Disabilities

SPED 5327. Educating Students with Autism and Other Developmental Disabilities.
This course provides an overview of student characteristics and appropriate instructional techniques for individuals with developmental disabilities. Topics include specialized assessment and evidence-based practices, functional curriculum development, transition planning, medical and physical management, and assistive technologies.
about Educating Students with Autism and Other Developmental Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Autism and Other Developmental Disabilities

about Selected Topics in Special Education

about Selected Topics in Special Education
SPED 5329. Language Development and Intervention for Special Populations.
This course covers typical and atypical language development and intervention programming for individuals with significant language delays or disorders. Topics include assessment of language and social communication, individualized program development, and specialized language interventions across settings.
about Language Development and Intervention for Special Populations
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Language Development and Intervention for Special Populations

SPED 5334. Assessment and Evaluation of Students with Disabilities.
The course provides information about formal and informal assessment for the identification of cognitive aptitude, academic achievement, social, emotional, and motor development, as well as the implications of these results for instruction and remediation.
about Assessment and Evaluation of Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Assessment and Evaluation of Students with Disabilities

This course provides study of research-based instructional theory and practices for students with disabilities. Focus is on instructional methods and curriculum for students with disabilities in special education settings. Topics include curricular planning, curriculum-based measurement, evidence-based strategies for facilitating student learning, and unique curricular needs of students with disabilities.
about Principles and Practices of Effective Instruction
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Principles and Practices of Effective Instruction

This course provides advanced study of issues related to school discipline, order, and safety. Topics include historical perspectives, studies of school discipline and safety, effects of school disorder, policies and practices in school discipline, disproportionality in school discipline, school-wide positive behavior supports, and trans-disciplinary and comprehensive approaches to school discipline.
about Advanced Studies in School Discipline, Order, and Safety
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Advanced Studies in School Discipline, Order, and Safety

SPED 5355. Characteristics of Students with Learning Disabilities.
This course reviews the latest research on learning disabilities in each developmental area. The focus is on identification and eligibility issues. Topics include changing definitions, medical aspects, cognition and language characteristics, personality and social characteristics, generic instructional approaches, technology, and issues in the future of learning disabilities. Prerequisite or Co-requisite: SPED 5326 or SPED 5340.
about Characteristics of Students with Learning Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Characteristics of Students with Learning Disabilities

This course reviews research-based instructional strategies for students with learning disabilities, focusing on proven practices and on improving instructional decision-making across content areas and grade levels. Topics include: understanding learning disabilities, response to intervention, individualized educational plans, differentiating instruction, assessment, collaborative partnerships, and facilitating content-area instruction and study skills. Prerequisite or Co-requisite: SPED 5326 or SPED 5340.
about Advanced Practices in Learning Disabilities/Inclusion
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Advanced Practices in Learning Disabilities/Inclusion

SPED 5360. Survey of Exceptionality.
Course provides for the examination of types, characteristics, and etiologies of various exceptionalities; identification of federal laws as they relate to various populations; and serves as an introduction to the education of exceptional students in the home, school, and community.
about Survey of Exceptionality
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Survey of Exceptionality

Course topics include planning and utilizing behavioral techniques such as functional assessment/analysis, behavioral recording, differential reinforcement, antecedent manipulation, generalization training, and self-management.
about Behavior Management: School Application of Applied Behavior Analysis
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Behavior Management: School Application of Applied Behavior Analysis

This course prepares behavior analysts, school psychologists, teachers, and other professionals responsible for the education and treatment of individuals with developmental disability and/or behavior disorders to use applied behavior analysis to treat severe problem behavior. The focus is on severe behaviors not ameliorated by typical classroom management and intervention. Prerequisite: SPED 5375 with a “C” or better.
about Advanced Intervention Practices for Challenging Behavior
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Advanced Intervention Practices for Challenging Behavior

SPED 5380. Positive Behavior Interventions and Supports in Schools.
This course covers theory, issues, and applications of Positive Behavior Interventions and Supports (PBIS) in school settings. Topics include history and foundations of PBIS; PBIS assessment and evaluation; and best practices in behavior and academic interventions in PBIS programs.
about Positive Behavior Interventions and Supports in Schools
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Positive Behavior Interventions and Supports in Schools
This course covers advanced principles, concepts, and practices related to educating students with Emotional/Behavioral Disorders. Emphasis will be on school-based services, including advanced, evidence-based instructional and behavioral interventions for improving academic, social, and behavioral outcomes. Prerequisites: Prior completion or concurrent enrollment in SPED 5311 or 5340, SPED 5375 and SPED 5313.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Advanced Practices in Educating Students with Emotional/Behavioral Disorders

Course provides information about professional roles, ethics, standards, laws, rules, and regulations pertaining to educational diagnosticians. Procedures for selecting, administering, and interpreting standardized instruments utilized for evaluation of exceptional learners will also be addressed.

about Educational Diagnostician Ethics, Standards, and Procedures

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Educational Diagnostician Ethics, Standards, and Procedures

SPED 5386. Advanced Techniques in Applied Behavioral Analysis.
Course covers advanced principles of Applied Behavior Analysis, including assessment and development of interventions. Topics include foundations and ethics of ABA, the analysis of verbal behavior, functional behavior analysis, single subject design, and program development and evaluation. Prerequisite: SPED 5375.

about Advanced Techniques in Applied Behavioral Analysis

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Advanced Techniques in Applied Behavioral Analysis

SPED 5387. Single-Subject Research Methods and Designs.
Single-subject analysis is a primary research methodology in special education and other related human service fields. This course will address uses of this methodology in applied behavior analysis for development of effective classroom instruction and clinical interventions and for evaluation and accountability purposes.

about Single-Subject Research Methods and Designs

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Single-Subject Research Methods and Designs

SPED 5389. Special Education Practicum.
Design and implement educational programs for students with disabilities including assessment, planning, instruction, progress reporting, and development of annual goals and objectives. Supervised.
Prerequisites: SPED 5311, SPED 5313, SPED 5327, SPED 5334, SPED 5340, SPED 5375. A student may take two of the prerequisites concurrently with SPED 5389.

about Special Education Practicum

3 Credit Hours. 0 Lecture Contact Hours. 20 Lab Contact Hours.
Grade Mode: Standard Letter

about Special Education Practicum

SPED 5390. Educational Diagnostician Practicum.
Provides opportunities for students to become familiar with the professional responsibilities of education diagnosticians. Emphasis placed on participation in the full individual evaluation process for identifying problems, developing interventions, and participating in school-based teams. Prerequisites: SPED 5334, SPED 5375, EDP 5376.

3 Credit Hours. 0 Lecture Contact Hours. 20 Lab Contact Hours.
Grade Mode: Credit/No Credit

about Educational Diagnostician Practicum

SPED 5391. Field-Based Practicum in Autism Spectrum Disorders.
This course provides intensive field experience working with students with autism in school settings. Skills to be practiced include interventions based on applied behavior analysis, assessment of learning needs, behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisite or Co-requisite: SPED 5327.

3 Credit Hours. 3 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Standard Letter

about Field-Based Practicum in Autism Spectrum Disorders

SPED 5392. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.
This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisites: SPED 5313, SPED 5380, SPED 5382, SPED 5375.

3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

about Field Based Practicum in Behavior Disorders/Positive Behavior Supports

SPED 5393. Field Based Practicum in Autism Spectrum Disorders.
This course provides intensive field experience working with students with autism in school settings. Skills to be practiced include interventions based on applied behavior analysis, assessment of learning needs, behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisites: SPED 5327.

3 Credit Hours. 3 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Standard Letter

about Field Based Practicum in Autism Spectrum Disorders

SPED 5394. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.
This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisites: SPED 5313, SPED 5380, SPED 5382, SPED 5375.

3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

about Field Based Practicum in Behavior Disorders/Positive Behavior Supports

SPED 5395. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.
This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisites: SPED 5313, SPED 5380, SPED 5382, SPED 5375.

3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

about Field Based Practicum in Behavior Disorders/Positive Behavior Supports

SPED 5396. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.
This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisites: SPED 5313, SPED 5380, SPED 5382, SPED 5375.

3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

about Field Based Practicum in Behavior Disorders/Positive Behavior Supports

SPED 5397. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.
This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisites: SPED 5313, SPED 5380, SPED 5382, SPED 5375.

3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

about Field Based Practicum in Behavior Disorders/Positive Behavior Supports

SPED 5398. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.
This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisites: SPED 5313, SPED 5380, SPED 5382, SPED 5375.

3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

about Field Based Practicum in Behavior Disorders/Positive Behavior Supports

SPED 5399. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.
This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit.
Prerequisites: SPED 5313, SPED 5380, SPED 5382, SPED 5375.

3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

about Field Based Practicum in Behavior Disorders/Positive Behavior Supports