Special Education and Clinical Sciences

Christopher J. Murray, Department Head
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Through teaching, research, and service, the Department of Special Education and Clinical Sciences seeks to improve the quality of education, employment, and community living for children and adults with special needs and their families. The department has three graduate majors: communication disorders and sciences, school psychology, and special education. The department also offers an undergraduate degree in communication disorders and sciences as well as a minor in special education.

Faculty

Linda Albi, senior research assistant (personnel preparation, supervision). BA, 1995, MS, 1997, Oregon. (1998)

Richard W. Albin, senior research associate with title of associate professor (research design, programming and instruction, instructional technology). BA, 1969, Rochester; MA, 1973, Illinois; PhD, 1986, Oregon. (1986)

Cynthia M. Anderson, professor (applied behavior analysis, functional behavior assessment systems, family-school connections). BA, 1990, MA, 1995, PhD, 1999, West Virginia. (2005)

Susan Boettcher, lecturer; clinical supervisor. BS, 1988, Montana State; MS, 1995, West Virginia. (1999)

Michael D. Bullis, Sommerville-Knight Professor (secondary special education, transition, adult services). See **Educational Methodology, Policy, and Leadership**.

Jantina Clifford, lecturer (developmental screening, instrumental development, personnel preparation). BA, 1985, MA, 1988, MS, 1999, PhD, 2006, Oregon. (2006)

Heidi Corce, adjunct instructor (American Sign Language). BA, 1996, Washington (Seattle); MEd, 1997, Lewis and Clark. (2007)

Debra C. Eisert, research associate with title of associate professor (pediatric psychology, applied developmental psychology). BA, 1975, Pacific Lutheran; PhD, 1978, Nebraska, Lincoln. (1984)

Jessica L. Fanning, clinical supervisor. BA, 1989, MA, 1996, Colorado, Boulder; PhD, 2007, Oregon. (2010)

K. Brigid Flannery, senior research associate with title of associate professor (teacher training, transition issues). BA, 1975, Marian; MEd, 1978, Illinois, Urbana-Champaign; PhD, 1992, Oregon. (1989)

S. Andrew Garbacz, assistant professor (consultation, school-based interventions, school-family partnerships). BA, 2002, MA, 2004, PhD, 2010, Nebraska, Lincoln. (2012)

Roland H. Good III, associate professor (psychoeducational assessment, multivariate statistics). BS, 1977, MS, 1981, PhD, 1985, Pennsylvania State. (1988)

Beth Harn, associate professor (learning disabilities, assessment, instructional design). BA, 1991, MS, 1994, California State, Fresno; PhD, 2000, Oregon. (2006)

Chad Harrison, lecturer (clinical supervision, assessment, behavior support); practicum coordinator. BA, 1998, Creighton; MS, 2008, PhD, 2013, Oregon. (2013)

Lisa Hellemn, research assistant (teacher training, supervision); practicum coordinator. BMusEd, 1986, Willamette; PhD, 1991, Oregon. (1993)

Cynthia M. Herr, lecturer (autism, learning disabled adults, secondary and postsecondary education). BA, 1972, Gettysburg; MA, 1973, PhD, 1979, Oregon. (1985)

Robert H. Horner, Alumni Knight Professor of Education (behavior management, research design, applied behavior analysis); director, Educational Community Supports. BA, 1971, Stanford; MS, 1975, Washington State; PhD, 1978, Oregon. (1976)

Kathleen Jungjohann, senior instructor (teacher training, supervision, instructional design). BA, 1972, California, Santa Barbara; MA, 1980, Oregon. (1988)

Edward J. Kame'enui, Philip H. Knight Professor of Education; Dean's Excellence Professor (learning disabilities, instructional design). BA, 1970, Pacific; MS, 1977, PhD, 1980, Oregon. (1988)

Cecilia J. Kirk, assistant professor. BA, 1982, Auckland; BA, 1995, Western Australia; PhD, 2001, Massachusetts, Amherst. (2009)

Tiffany Kodak, associate professor (early intervention, autism spectrum disorders, applied behavior analysis). BA, 1997, San Diego State; MS, 2001, North Dakota State; PhD, 2006, Louisiana State. (2011)

Johanna Larson, instructor;Mitchell Communication Disorders and Sciences Sign Language Professorship (American Sign Language). BA, 1984, California State, Northridge; MS 2004, Idaho State. (1999)

Wendy Machalicek, associate professor (low-incidence disabilities, autism, early intervention). BS, 2000, North Texas; MEd, 2004, PhD, 2008, Texas, Austin. (2011)

Emma Martin, senior lecturer (behavior disorders, effective school practices). BS, 1975, Eastern Montana; MS, 1980, PhD, 2001, Oregon. (2001)

Katie Mason, instructor (speech-language pathology). BA, 2003, MS, 2005, Oregon. (2012)

Margit Mayr-McGaughey, lecturer; director, clinic education. BA, 1976, Freiburg; MA, 1991, PhD, 1998, Oregon. (2007)

Kent McIntosh, associate professor (behavior management, research design, applied behavior analysis). BA, 1997, Duke; MS, 2003, PhD, 2005, Oregon. (2012)

Laura Lee McIntyre, professor (developmental disabilities, early intervention, home-school collaboration). BA, 1997, La Sierra; MA, 2000, PhD, 2003, California, Riverside. (2009)

Karen McLaughlin, lecturer (anatomy and physiology, aphasia, family advocacy). BA, 1991, Colorado, Boulder; MA, 1996, PhD, 2001, Oregon. (2000)

Jennifer Meyer, lecturer, clinical supervisor. BS, 2000, MS, 2002, Southern Illinois. (2010)

Heather Moore, lecturer; clinical supervisor. BS, 1992, James Madison; MA, 1997, Georgia; PhD, 2005, Arizona State. (2007)

Christopher J. Murray, professor (secondary special education and transition). BA, 1989, University of Maryland, College Park; MEd, 1992, Howard; PhD, 1998, Washington (Seattle). (2006)

Marilyn A. Nippold, professor (language development and disorders in school-age children and adolescents). BA, 1972, California, Los Angeles; MA, 1976, California State, Long Beach; PhD, 1982, Purdue. (1982)

Deborah Olson, instructor (violence, women with disabilities, disability studies). BA 1974, MSEd, 1975, Wisconsin, Superior; PhD, 1991, Syracuse. (1988)

Lezlie Pearce-Hopper, instructor; clinical supervisor. BS, 1976, MS, 1978, Portland State. (2009)

Elise Peltier, clinic supervisor. BA, 1998, Oregon; MS, 2008, Northern Arizona. (2012)

Samantha Shune, courtesy acting assistant professor. BA, 2005, Michigan, Ann Arbor; MA, 2007, Ohio State. (2014)

McKay Moore Sohlberg, HEDCO Professor in Communication Disorders and Sciences(cognitive rehabilitation, traumatic brain injury). BA, 1982, Stanford; MS, 1984, PhD, 1990, Washington (Seattle). (1995)

Jeffrey R. Sprague, senior research associate with title of professor (severe behavior disorders, personal development, social integration). BS, 1980, MS, 1981, PhD, 1990, Oregon. (1994)

Jane Squires, senior research associate with title of professor (infant development, program evaluation, assessment). BA, 1971, Stanford; MA, 1973, Saint Mary's; PhD, 1988, Oregon. (1988)

Katherine Swem, adjunct instructor; clinic supervisor. BSEd, 1993, Illinois State; MEd, 1998, Georgia; AuD, 2005, Arizona School of Health Sciences. (2012)

Tary Tobin, research associate (schoolwide discipline, behavior disorders, functional assessment). BS, 1970, MEd, 1990, PhD, 1996, Oregon. (1990)

Elizabeth Twombly, senior research assistant (screening, infant mental health). BA, 1983, Colorado; MS, 1991, Oregon. (1990)

Deanne Unruh, research associate (secondary special education and transition, high-risk adolescents, program evaluation). BS, 1985, MS, 1991, Kansas; PhD, 2001, Oregon. (2001)

Valentino Vasquez, instructor (American Sign Language). BA, 1997, MA, 1998, Northern Colorado. (2011)

Heidi von Ravensberg, research associate; community outreach liaison. MBA, 1995, JD, 1994, Oregon. (2000)

Mary Ann Winter-Messiers, research assistant (autism, teacher training). BA, 1980, Oregon; Maitrise, 1987, Sorbonne. (2003)

Courtesy

Kelli D. Cummings, courtesy research associate (school psychology, social-emotional assessment). BA, 1999, Oregon State; MS, 2003, PhD, 2004, Oregon. (2010)

Emeriti

Barbara D. Bateman, professor emerita. BS, 1954, Washington (Seattle); MA, 1958, San Francisco State; PhD, 1962, Illinois; JD, 1976, Oregon. (1966)

Diane D. Bricker, professor emerita. BA, 1959, Ohio State; MS, 1965, Oregon; PhD, 1970, George Peabody. (1978)

Ned J. Christensen, professor emeritus. BA, 1954, MA, 1955, Brigham Young; PhD, 1959, Pennsylvania State. (1962)

Russell M. Gersten, professor emeritus. BA, 1967, Brandeis; PhD, 1978, Oregon. (1977)

Elizabeth G. Glover, assistant professor emerita. BS, 1959, Tufts; MS, 1963, EdD, 1974, North Carolina, Greensboro. (1964)

Richard J. Rankin, professor emeritus. BA, 1953, MA, 1954, PhD, 1957, California, Berkeley. (1966)

Kenneth Viegas, associate professor emeritus. BS, 1956, Oregon; MSW, 1963, California, Berkeley. (1967)

Hill M. Walker, professor emeritus. BA, 1962, Eastern Oregon; MA, 1964, PhD, 1967, Oregon. (1966)

Ruth Waugh, professor emerita. BS, 1957, Southern Oregon State; MS, 1963, PhD, 1971, Oregon. (1963)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

Participating

Gerald Tindal, educational methodology, policy, and leadership

- **Bachelor of Arts** (p. 3)
- **Bachelor of Science** (p. 3)
- **Minor**

Undergraduate Studies

Communication Disorders and Sciences Major

Karen McLaughlin, Director, Undergraduate Studies
541-346-2480

The undergraduate program for communication disorders and sciences includes courses in basic processes of speech, language, and hearing as well as courses that survey speech, language, and hearing disorders that affect communication across the life span. The undergraduate program prepares students for graduate training in speech pathology or audiology. It also prepares students to work in other fields where knowledge of speech, language, and communication is important, such as early intervention and general and special education.

Students can earn a bachelor of science (BS) or bachelor of arts (BA) degree with a major in communication disorders and sciences. Both

degrees require at least 80 credits: 60 in communication disorders and sciences and at least 20 credits in related course work. Students must maintain a minimum GPA of 2.70 in university course work and earn a mid-C or better in communication disorders and sciences courses.

The goals of the program are to provide students opportunities to learn about

- anatomical-physiological bases of speech, language, and hearing
- physical properties of speech (acoustics and phonetics)
- role of biology, cognition, environment, and culture in language acquisition
- development of speech and language
- speech, language, and hearing disorders across the life span
- assessment and treatment procedures for individuals with speech, language, and hearing disorders
- professional issues in speech-language-pathology and audiology

Bachelor of Art Requirements

CDS201	Communication Disorders in Society and Media	4
ASL311	American Sign Language for Educators I	3
CDS442	Anatomy and Physiology of Speech Mechanism	4
CDS443	Acoustics of Speech	4
CDS444	Clinical Phonetics and Phonology	4
CDS450	Introduction to Language Development	4
CDS451	Later Language Development	4
CDS455	Child and Adolescent Development	4
CDS457	Fundamentals of Audiology	4
CDS458	Audiological Assessment	4
CDS459	Audiological Rehabilitation	4
CDS460	Developmental Disorders in Communication	4
CDS462	Acquired Disorders of Communication	4
CDS470	Neuroscience of Speech and Language	4
Approved courses in anthropology, educational studies, international studies, linguistics, psychology, or special education [1]		26
Mathematics course		
Biological science course		
Physical science course		
Statistics course		
Total Credits		**81**

1 A list of courses is available from the program secretary or undergraduate advisor.

Program Plan

First and Second Years		
LING150	Structure of English Words [1]	4
CDS201	Communication Disorders in Society and Media [1]	4
EDLD450	Data and Information Retrieval [1]	1
Sciences courses		
Statistics courses		
Total Credits		**9**

Third Year		**Credits**
CDS442	Anatomy and Physiology of Speech Mechanism [1]	4
CDS443	Acoustics of Speech	4
CDS444	Clinical Phonetics and Phonology	4
CDS450	Introduction to Language Development [1]	4
CDS451	Later Language Development	4
CDS455	Child and Adolescent Development	4
CDS460	Developmental Disorders in Communication	4
Fourth Year		
ASL311	American Sign Language for Educators I	3
CDS457	Fundamentals of Audiology	4
CDS458	Audiological Assessment	4
CDS459	Audiological Rehabilitation	4
CDS462	Acquired Disorders of Communication	4
CDS470	Neuroscience of Speech and Language	4
	Total Credits:	**51**

1 Must be completed by middle of junior year with minimum grade of mid-C to continue in the major.

Bachelor of Science Requirements

CDS201	Communication Disorders in Society and Media	4
ASL311	American Sign Language for Educators I	3
CDS442	Anatomy and Physiology of Speech Mechanism	4
CDS443	Acoustics of Speech	4
CDS444	Clinical Phonetics and Phonology	4
CDS450	Introduction to Language Development	4
CDS451	Later Language Development	4
CDS455	Child and Adolescent Development	4
CDS457	Fundamentals of Audiology	4
CDS458	Audiological Assessment	4
CDS459	Audiological Rehabilitation	4
CDS460	Developmental Disorders in Communication	4
CDS462	Acquired Disorders of Communication	4
CDS470	Neuroscience of Speech and Language	4
Approved courses in anthropology, educational studies, international studies, linguistics, psychology, or special education [1]		26
Mathematics course		
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CDS444	Clinical Phonetics and Phonology	4
CDS450	Introduction to Language Development [1]	4
CDS451	Later Language Development	4
CDS455	Child and Adolescent Development	4
CDS460	Developmental Disorders in Communication	4
Fourth Year		
ASL311	American Sign Language for Educators I	3
CDS457	Fundamentals of Audiology	4
CDS458	Audiological Assessment	4
CDS459	Audiological Rehabilitation	4
CDS462	Acquired Disorders of Communication	4
CDS470	Neuroscience of Speech and Language	4
	Total Credits:	**51**

1 Must be completed by middle of junior year with minimum grade of mid-C to continue in the major.

Students must meet with the department's undergraduate advisor to develop an academic program plan and ensure that general university requirements and communication disorders and sciences prerequisites are met. Beginning fall term of their junior year, students must follow the program plan of courses in their prescribed sequence. Students who fail to do so will likely delay their graduation date.

Special Education Minor

Deborah Olson, Coordinator
541-346-2483

The minor in special education is for students who plan to pursue a career teaching in general or special education, want to work in nonschool settings with individuals who have disabilities, or investigate issues concerning disability. The minor offers three options: educational services, disability studies, and prelicensure teaching. Electives to complete the minor will depend on the option chosen.

Students planning a career in teaching or in direct service or rehabilitation agencies should take the educational services option. The elective courses and field studies focus on classroom settings or agencies providing help for children or adults with disabilities. This option assists students interested in applying to a graduate program leading to a teaching license.

The disability studies option takes an interdisciplinary approach. Students from disciplines such as English, comparative literature, law, journalism, architecture, arts administration, business, or planning, public policy and administration can augment these studies with a focus on related issues concerning people with disabilities. This option provides an enhanced understanding of disability perspectives and issues in students' chosen professions.

The prelicensure teaching option is designed for students planning careers in special education teaching. This option gives students experience that may make them more competitive applicants for graduate programs at Oregon or elsewhere. It also may allow the students to complete a licensure program in five years.

Special Education Minor Requirements

Required credits	11-12
Electives [1]	14
Total Credits	**24-26**

1 Elective credits will depend on the option chosen.

Application and Admission

Before applying to the minor program, students must complete a special education (SPED) course in disability with a grade of mid-B or better. Students apply to the department and are assigned a minor advisor, who helps plan a course of study. Applications are available in the special education and clinical sciences office.

- **Master of Arts in Communication Disorders and Sciences** (p. 5)
- **Master of Arts in Special Education**
- **Master of Arts in School Psychology**
- **Master of Education in Special Education**
- **Master of Science in Communication Disorders and Sciences**
- **Master of Science in Special Education**
- **Doctor of Education in Special Education**
- **Doctor of Philosophy in Communication Disorders and Sciences**
- **Doctor of Philosophy in Special Education**
- **Doctor of Philosophy in School Psychology**

Graduate Studies

Communication Disorders and Sciences

McKay Moore Sohlberg, Major Director
541-346-2480
541-346-6778 fax
HEDCO Education Building, Second Floor
cds@uoregon.edu
education.uoregon.edu/CDS

The graduate program offers master's and doctoral degrees in communication disorders and sciences. The master's program offers all of the courses and clinical experiences required for the American Speech-Language-Hearing Association Certificate of Clinical Competence. The program also offers course work and clinical experiences required to obtain an Oregon teaching license to work in the public schools. The doctoral program emphasizes advanced scholarship in a specialized area of speech-language pathology.

Accreditation

The master's degree program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).

Master's Degree

McKay Moore Sohlberg, Graduate Coordinator

The master's degree program provides students with the opportunity to acquire and apply knowledge, skills, and competencies necessary for work with individuals of all ages and of varying social, cultural, linguistic, and economic backgrounds who have cognitive communication or swallowing disorders.

The communication disorders and sciences major leads to a master of arts (MA) or master of science (MS) degree. A planned program for the master's degree must be filed with the department secretary.

Students who have fulfilled the undergraduate prerequisites typically spend two fall-through-spring academic years and one summer session completing the degree as a full-time student. Every student completes an evidence-based practice project, equivalent to a master's thesis, that integrates research and applied clinical experience. A minimum cumulative GPA of 3.00 is required for students to maintain good standing in the program and for graduation.

Application and Admission

On the average, the communication disorders and sciences program admits twenty-five master's degree applicants each year. Applicants should have a minimum overall GPA of 3.00 with a 3.50 GPA in their major. The Graduate Record Examination is required for admission.

Students for whom English is not a native language must pass the Test of English as a Foreign Language (TOEFL) with a score of 600 or above for the paper version or a score of 100 or above for the Internet-based version. International students who plan to participate in clinical practicums and work toward national certification by the American Speech-Language-Hearing Association must pass the Speaking Proficiency English Assessment Kit (SPEAK) test with a score of 50.

Applications for admission are available online at the communication disorders and sciences website. Application materials must be received by January 15 for entry the following September.

Master of Arts Degree Requirements

CDS606	Special Problems: [Topic]	1-3
CDS607	Seminar: [Topic]	1
CDS608	Workshop: [Topic] (Evidence-Based Project Research)	3
CDS609	Practicum: [Topic] (Externship)	1-15
CDS609	Practicum: [Topic] (September Experience)	3
CDS609	Practicum: [Topic] (Speech-Language-Hearing)	1-4
CDS625	Final Full-Time Practicum	1-15
CDS626	Professional Practices in the Schools	1
CDS649	Assessment and Treatment of Feeding and Swallowing Disorders	4
CDS651	School-Age Language Disorders	4
CDS652	Speech Sound Disorders	4
CDS654	Management of Adult Language Disorders	4
CDS655	Stuttering	3
CDS656	Voice Science and Disorders	3
CDS657	Augmentative Procedures for Communication Disorders	2
CDS660	Motor Speech Disorders	3
CDS663	Management of Acquired Cognitive Disorders	4
CDS665	Language Disorders in Children	4
CDS706	Special Problems: [Topic]	1-3
Total Credits		**48-83**

The MA requires the equivalent of two years of a second language.

Master of Science Degree Requirements

CDS606	Special Problems: [Topic]	1-3
CDS607	Seminar: [Topic]	1
CDS608	Workshop: [Topic] (Evidence-Based Project Research)	3
CDS609	Practicum: [Topic] (Externship)	1-15
CDS609	Practicum: [Topic] (September Experience)	3
CDS609	Practicum: [Topic] (Speech-Language-Hearing)	1-4
CDS625	Final Full-Time Practicum	1-15
CDS626	Professional Practices in the Schools	1
CDS649	Assessment and Treatment of Feeding and Swallowing Disorders	4
CDS651	School-Age Language Disorders	4
CDS652	Speech Sound Disorders	4
CDS654	Management of Adult Language Disorders	4
CDS655	Stuttering	3
CDS656	Voice Science and Disorders	3
CDS657	Augmentative Procedures for Communication Disorders	2
CDS660	Motor Speech Disorders	3
CDS663	Management of Acquired Cognitive Disorders	4
CDS665	Language Disorders in Children	4
CDS706	Special Problems: [Topic]	1-3
Total Credits		**48-83**

ASHA Requirements

In addition to the core master's degree requirements, additional course work may be needed to fulfill ASHA certification requirements. Of the 50 credits, 36 must be taken at the graduate level.

Doctoral Degree

McKay Moore Sohlberg, Graduate Coordinator

The doctoral degree (PhD) in communication disorders and sciences emphasizes advanced knowledge, scholarship, leadership, and clinical competence in the areas of speech-language acquisition, speech-language pathology, and assessment and intervention strategies. The doctoral degree program is designed to meet the needs of students from various backgrounds.

Doctoral Degree Requirements

Dissertation research	18
Courses in primary area of specialization	21
Courses in collateral or secondary area	9
Research methodology	24
Other required courses	6
Total Credits	**78**

Primary area of specialization options are child language or cognitive rehabilitation. The collateral or secondary area may involve courses in more than one academic department. Examples of collateral areas are neuropsychology, linguistics, or developmental psychology. Doctoral students must choose an area of emphasis (e.g., single-subject or quantitative). Other requirements are detailed in the *Doctoral Program Handbook*, available through the program office.

Application and Admission

Students should have a GPA of at least 3.50 and have taken the Graduate Record Examination.Most applicants have a master's degree and their certificate of clinical competence upon admission.

Applications for admission are available online at the Communication Disorders and Sciences website. Application materials must be received by January 15 for entry the following September.

Upon admission and in consultation with the student, an academic advisor is selected, taking into account the student's personal and professional goals. This advisor chairs the student's program committee.

Special Education

Beth Harn, Major Director

Master's and doctoral degrees are offered under the special education major. The master's specializations include early intervention–early childhood and kindergarten through twelfth grade, cross-categorical. The doctoral focus includes emphases in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary-transition services.

Graduates attain positions in the United States and abroad working in community- and family-based programs; teaching young children; conducting individual and group intervention programs; managing residential living centers; coordinating in-service training programs; consulting with teachers about educating children with disabilities in general-education classrooms and school settings; conducting research; serving in higher-education faculty positions; working in the administration of special-education programs; and delivering best practices in collaboration with a variety of professions in a range of settings.

Students earn initial teaching credentials in licensure and endorsement programs but can also pursue the master's degree to enhance their skills as early interventionists, special education teachers, or consultants; to work in adult service programs for people with disabilities; or to prepare for the doctoral program.

The doctoral program in special education prepares individuals for research and teaching positions in higher education, research positions with private foundations, administrative positions in school districts and other state educational agencies, and consultation positions in professional education.

Master's Degree

Students may work toward a master of arts (MA), master of science (MS), or master of education (MEd) degree in several areas of special education. For the MA degree the candidate must demonstrate proficiency in a second language. For the MEd degree the candidate must have a valid teaching license and have completed at least one year of successful classroom teaching in the United States.

The program of study leading to the master's degree requires a minimum of 45 credits of graduate work. The program of study includes required core courses, associated field studies, electives, and a terminal project.

Doctoral Degree

The department offers doctor of education (DEd) and doctor of philosophy (PhD) degrees with focus areas in positive behavior support, low-incidence disabilities, early intervention, prevention and academic interventions, and secondary and transition services. The doctoral degree program provides advanced training in preparation for leadership positions in special education. The program requires approximately 90 credits beyond the master's degree and is designed for full-time students. Typically, students complete the program in three or four years. Financial assistance is awarded based on the applicant's qualifications. The program uses a cohort model, which students begin fall term.

Applications for Admission

Admissions information and application materials are available on the department's website. Materials also may be requested by telephone, mail, e-mail, or in person from the department office. Students who are interested in more than one major offered by this department should indicate that on their admission applications, and their files will be reviewed by the relevant admission committees. Master's and doctoral students are admitted fall term. Applications must be received by early January for doctoral applicants and by mid-February for master's applicants. See the website for specific program deadlines.

School Psychology

Tiffany Kodak, Director
HEDCO Education Building
541-346-4344
https://education.uoregon.edu/spsy/school-psychology

The nationally recognized school psychology program offers master's and doctoral degrees and provides service courses to other College of Education and university programs. The doctoral program is accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, D.C. 20002-4242, 202-336-5979) and has program approval from the National Association of School Psychologists. Both the master's and doctoral programs are approved by the Oregon Teacher Standards and Practices Commission for the education and licensure of school psychologists in the state.

The program's focus is prevention and early intervention. It prepares psychologists as leaders and innovators who can identify, assess, and remedy the social and educational problems of children and adults. Students are trained to be scientists and practitioners from an ecological, data-oriented perspective.

Each student's program of study is tailored to allow development of individual strengths and interests. Master's and doctoral students take course work in the following general areas: psychological and educational foundations of school psychology: psychometrics, assessment, and

research; methods of school-based intervention; professional school psychology; application of research skills; and practicum experiences. Every student must complete a one-year, full-time internship. Doctoral students also complete a supervised college teaching experience.

Graduates of the school psychology program find positions in the United States and abroad, in schools and in other settings. These positions include teaching and providing services at infant, preschool, school-age, and adult levels; conducting individual and group intervention programs; coordinating in-service training programs; consulting with teachers about educating children with disabilities and other at-risk students; conducting research, teaching, and coordinating school psychology training programs in colleges and universities; working in the administration of special education programs; and delivering a range of psychological and educational services in collaboration with a variety of professionals.

Master's Degree

The master's degree program in school psychology requires a minimum of 93 credits, and typically takes three years to complete, including a full-time internship for one academic year in a public school setting. The master's program is approved by the Oregon Teacher Standards and Practices Commission, and graduates of this program meet State of Oregon licensure requirements. The program is designed to achieve the competencies established by the National Association of School Psychologists, and graduates of the program have been successful in receiving the Nationally Accredited School Psychologist certificate.

Doctoral Degree

The doctoral program typically requires six years of study beyond the bachelor's degree, including a one-year supervised internship during the last year. Students may enter the doctoral program with or without a master's degree. Prior graduate course work may reduce the amount of time needed to finish the doctoral program. In addition to course requirements, doctoral students must pass comprehensive exams, advance to candidacy, and complete a dissertation.

Psychological and educational foundations	33
Measurement and assessment	16
Statistics and research (course work, participation in a research team, and dissertation research)	49
Practice of school psychology (teaching, supervision, and practicum experience)	40
Applied field study and practicum experiences	11
Internship experience	9
Total Credits	**158**

Application and Admission

Prospective applicants may request detailed admission policies and procedures and applications for admission from the department's academic secretary, or find them on the program's website. Students are admitted for fall term only.

Applicants are evaluated on

- academic record
- letters of recommendation
- previous related work or experiences
- a statement of purpose in seeking admission
- an interview
- Graduate Record Examinations (GRE) general test scores
- passing scores on the National Evaluation Series (NES), Essential Academic Skills Test: reading, writing, and mathematics subtests

Applications and supplemental materials—résumé, letters of recommendation, personal statement, copies of transcripts—are submitted online. Completed applications must be received by January 5.

Licensure Programs

The Department of Special Education and Clinical Sciences's licensure programs in communication disorders, early intervention, school psychology, and special education meet requirements of the Oregon Teacher Standards and Practices Commission. These licenses prepare individuals to work with the full range of students with disabilities from birth through high school. The program prepares graduates to work in direct and indirect roles with students with disabilities in homes, schools, and community-based programs.

Communication Disorders

McKay Moore Sohlberg, Major Director
541-346-2480

Students seeking an Oregon teaching license in communication disorders must have the following:

1. An undergraduate degree or equivalent in communication disorders and sciences
2. Formal admission to the master's degree program in communication disorders and sciences
3. Passing scores on
   - Preprofessional Skills Test (PPST) or California Basic Educational Skills Test (CBEST)
   - Oregon Educator Licensure Assessments (ORELA) Protecting Student and Civil Rights in the Educational Environment test
   - Educational Testing Service (ETS) Praxis Examination in Speech-Language Pathology
4. An approved program leading to Teacher Standards and Practices Commission licensure. The approved program at the UO consists of a minimum of 63 credits in communication disorders and sciences course work, culminating in licensure and a master's degree in communication disorders and sciences

The commission may have additional requirements that must be completed before a teaching license is issued. Direct questions about the licensure process to the student academic services office.

The Department of Special Education and Clinical Sciences offers initial and continuing endorsements with options for an add-on (level I) endorsement or a stand-alone (level II) endorsement.

Early Intervention–Early Childhood Special Education Licensure andEndorsement

Jane Squires, Program Director
541-346-2634

The early intervention special education (EI) endorsement program prepares professionals to work with children who have mild to severe disabilities ranging from birth through age eight. The program integrates didactic course work with practical experience. Full-time students can

complete the program in four to six terms. The program can be completed as a 26-credit add-on endorsement (EI I) to an elementary or special education license or as a stand-alone endorsement (EI II).

Early Childhood–Elementary Special EducationLicensure or Endorsement

The endorsement and licensure program prepares special educators to work with students who have a variety of diagnostic labels (e.g., learning disabilities, at risk, behavior disorders, developmental disabilities, autism) in elementary schools. The program integrates theory and practice by synthesizing educational models from the research literature with empirically proven procedures.

Program goals are met through course work and field experiences organized around a set of roles and tasks that reflect the range and variety of disabilities and provide a framework for students to link university-based work to school-based work. The immediate application of learning in an applied setting allows students to refine and improve their skills in real contexts. Many of the classrooms used for practicum assignments participate in a variety of departmental research, innovation, and continuing professional development activities.

Students complete the program as an add-on endorsement to an existing license or as a stand-alone program that leads to an initial teaching license. Students can combine licensure studies with a master's degree program.

Effective fall 2012, students will no longer be admitted to this certificate program.

Middle-Secondary Special EducationLicensure or Endorsement

This licensure-endorsement program prepares teachers to work with students with disabilities in middle and high school settings. The program provides students with the knowledge, values, and skills they need to implement a broad-based approach to helping youth with disabilities succeed in middle and high school settings and to be better prepared for the transition from school to work opportunities and postsecondary education. The program emphasizes self-determination, skilled teaching, technology, and contextual learning as keys for helping youth achieve high levels of academic and occupational excellence.

Practicum experiences take place in middle and high schools that have diverse student populations, teaching styles, and organizational formats.

Students complete the program as an add-on endorsement to an existing license or as a stand-alone program that leads to an initial teaching license. Students can combine licensure studies with a master's degree program.

Effective fall 2012, students will no longer be admitted to this certificate program.

Admissions and Application

Applicants must meet general university requirements for graduate admission including a bachelor's degree from an accredited college or university and 3.00 grade point average (GPA). In addition, applicants must submit a formal department application including a statement of professional goals and experience, résumé, letters of recommendation, transcripts, and required test scores. Admissions requirements, application materials, and submission deadlines vary across programs. Specific information is available on the department website or through the department office.

Applications must be received by early January for doctoral degree applicants and by mid-February for master's degree applicants. See the website for specific program deadlines.

Courses

ASL101. First-Year American Sign Language. 5 Credits.
Study of basic grammatical structure and vocabulary of American Sign Language, expressive and receptive finger-spelling, and introduction to American deaf culture.
Prereq: WR 122 or WR 123 or HC 221H or HC 231H.

ASL102. First-Year American Sign Language. 5 Credits.
Increased receptive and expressive communication skills in ASL, and study of cultural values and behavioral rules of the deaf community.
Prereq: C- or better or P in ASL 101 or equivalent.

ASL103. First-Year American Sign Language. 5 Credits.
Concentration on understanding and acquiring advanced conversational proficiency. Emphasis on ASL classifiers. Continued study of deaf culture as a linguistic minority.
Prereq: C- or better or P in ASL 102 or equivalent.

ASL201. Second-Year American Sign Language. 4 Credits.
Applied conversational use of ASL through literature, narratives, poetry, and plays. Explores various underlying metaphors found in ASL literature.
Prereq: C- or better or P in ASL 103 or equivalent.

ASL202. Second-Year American Sign Language. 4 Credits.
Emphasis on more abstract and challenging conversational and narrative ranges. Lab and readings cover historical aspects of deaf community and culture.
Prereq: C- or better or P in ASL 201 or equivalent.

ASL203. Second-Year American Sign Language. 4 Credits.
Further emphasis on more abstract and challenging conversational and narrative ranges. Explores broader political and social activities of international deaf community.
Prereq: C- or better or P in ASL 202 or equivalent.

ASL301. American Deaf Culture. 4 Credits.
Study of the relationship between small groups and dominant culture in the United States. Explore issues of language, culture, self-representation, identity, and social structure.

ASL311. American Sign Language for Educators I. 3 Credits.
Designed for students with no knowledge of ASL and who want to pursue professional working with clients who have some degree of hearing loss.

ASL399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

Courses

CDS201. Communication Disorders in Society and Media. 4 Credits.
Survey of communication disorders and differences, comparing individual and social-cultural perspectives through popular media and real case examples.
Prereq: WR 121.

CDS405. Reading and Conference: [Topic]. 1-3 Credits.
Repeatable.

CDS407. Seminar: [Topic]. 1-3 Credits.
Repeatable.

CDS409. Practicum: [Topic]. 1-7 Credits.
Repeatable.

CDS410. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

CDS430. Speech Pathology-Audiology as Professions. 2 Credits.
Introduces the broad dimensions of the speech-language pathology and audiology professions. Begins undergraduate process of acquiring observation hours required for graduate school. Sequence with CDS 431.

CDS431. Beginning Clinical Methods. 3 Credits.
Focuses on basic methods for assessment and intervention within an evidence-based framework. Includes fifteen hours of guided observation. Sequence with CDS 430.
Prereq: CDS 430.

CDS442. Anatomy and Physiology of Speech Mechanism. 4 Credits.
Study of anatomy, physiology, and neurology of speech and language processes.

CDS443. Acoustics of Speech. 4 Credits.
Acoustic measurement and analysis of sound production and reception in human communication.

CDS444. Clinical Phonetics and Phonology. 4 Credits.
Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and basics of phonology.
Prereq: CDS 442, 450.

CDS450. Introduction to Language Development. 4 Credits.
Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy.
Prereq: LING 150 and WR 122 or 123.

CDS451. Later Language Development. 4 Credits.
Designed to promote an in-depth study of language development in school-age children, adolescents, and young adults (ages 6–20 years).
Prereq: CDS 450.

CDS455. Child and Adolescent Development. 4 Credits.
Covers theories, norms, and concepts related to child and adolescent development. Geared toward allied health professionals and educators working in a variety of settings.

CDS457. Fundamentals of Audiology. 4 Credits.
Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatologies of hearing impairment.

CDS458. Audiological Assessment. 4 Credits.
Pure tone, speech and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing.
Prereq: CDS 457/557.

CDS459. Audiological Rehabilitation. 4 Credits.
Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments.

CDS460. Developmental Disorders in Communication. 4 Credits.
Explores growth and developmental disorders that cause or contribute to child and adult speech, language, and fluency impairments.
Prereq: CDS 450.

CDS462. Acquired Disorders of Communication. 4 Credits.
Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments.
Prereq: CDS 470.

CDS470. Neuroscience of Speech and Language. 4 Credits.
Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous-system damage.
Prereq: CDS 442.

CDS503. Thesis. 1-15 Credits.
Repeatable.

CDS507. Seminar: [Topic]. 1-3 Credits.
Repeatable.

CDS510. Experimental Course: [Topic]. 1-6 Credits.
Repeatable.

CDS542. Anatomy and Physiology of Speech Mechanism. 4 Credits.
Study of anatomy, physiology, and neurology of speech and language processes.

CDS543. Acoustics of Speech. 4 Credits.
Acoustic measurement and analysis of sound production and reception in human communication.

CDS544. Clinical Phonetics and Phonology. 4 Credits.
Focuses on sounds and symbols of American English, foreign accents, and dialects using broad and narrow transcription methods. Presents speech production, distinctive features, and basics of phonology.

CDS550. Introduction to Language Development. 4 Credits.
Primary focus on the development of phonology, morphology, syntax, semantics, pragmatics, and literacy.

CDS551. Later Language Development. 4 Credits.
Designed to promote an in-depth study of language development in school-age children, adolescents, and young adults (ages 6–20 years).

CDS557. Fundamentals of Audiology. 4 Credits.
Anatomy and physiology of hearing and vestibular systems; causes, types, and symptomatologies of hearing impairment.

CDS558. Audiological Assessment. 4 Credits.
Pure tone, speech and impedance audiometry. Special tests, difficult-to-test populations, and central auditory processing. Audiogram interpretation and report writing.

CDS559. Audiological Rehabilitation. 4 Credits.
Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments.

CDS560. Developmental Disorders in Communication. 4 Credits.
Explores growth and developmental disorders that cause or contribute to child and adult speech, language, and fluency impairments.

CDS562. Acquired Disorders of Communication. 4 Credits.
Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments.

CDS570. Neuroscience of Speech and Language. 4 Credits.
Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous-system damage.
Prereq: CDS 542.

CDS601. Research: [Topic]. 1-9 Credits.
Repeatable.

CDS602. Supervised College Teaching. 1-9 Credits.
Repeatable.

CDS603. Dissertation. 1-16 Credits.
Repeatable.

CDS605. Reading and Conference: [Topic]. 1-3 Credits.
Repeatable.

CDS606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

CDS607. Seminar: [Topic]. 1-3 Credits.
Repeatable. Topics include Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics.

CDS608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

CDS609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

CDS610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CDS611. Clinical Methods. 1 Credit.
Provides methodology behind the sound clinical practices and fundamentals of the UO Speech-Language-Hearing Center operations. Prepares students to begin working with clients.

CDS625. Final Full-Time Practicum. 1-15 Credits.
Diagnostic and treatment experience in the public school setting. Repeatable once for maximum of 30 credits.

CDS626. Professional Practices in the Schools. 1 Credit.
Helps students critically assess and integrate their fieldwork and course work in the broader context of the school experience.
Coreq: CDS 625.

CDS630. Scientific Clinical Decision Making. 3 Credits.
Critically analyzes research in communication disorders through evaluation of research articles and standardized tests enabling clinicians to make decisions based on scientific evidence.

CDS649. Assessment and Treatment of Feeding and Swallowing Disorders. 4 Credits.
Nature and characteristics of feeding and swallowing; methods of evaluation and management of feeding and swallowing in adults and children.

CDS651. School-Age Language Disorders. 4 Credits.
Presents normal language development and language disorders in school-age children and adolescents. Emphasizes contributions from linguistics, psychology, education, and learning theory.

CDS652. Speech Sound Disorders. 4 Credits.
Causes and consequences of phonological disorders; principles and procedures for assessment and intervention.

CDS654. Management of Adult Language Disorders. 4 Credits.
Provides a foundation in diagnosis and treatment of adult neurogenic language disorders, concentrating on aphasia and the cognitive-linguistic changes associated with dementia.

CDS655. Stuttering. 3 Credits.
Focuses on contemporary issues in stuttering. Discusses and critically evaluates current theories and research findings.

CDS656. Voice Science and Disorders. 3 Credits.
Anatomy and physiology of vocal mechanism; diagnostic and therapeutic approaches for various voice disorders.

CDS657. Augmentative Procedures for Communication Disorders. 2 Credits.
Recent advancements in design, development, and use of systems supplemental to vocal speech and language.

CDS660. Motor Speech Disorders. 3 Credits.
Advanced study of speech disorders associated with lesions of central and peripheral nervous systems.

CDS663. Management of Acquired Cognitive Disorders. 4 Credits.
Examines current theory and practice in cognitive rehabilitation. Reviews models and tools for treating attention, memory, and dysexecutive syndromes.
Prereq: CDS 662.

CDS665. Language Disorders in Children. 4 Credits.
Child language disorders and related topics, including principles of assessment and intervention, cultural awareness and sensitivity, clinical application, and working with families.

CDS706. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

CDS707. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CDS708. Workshop: [Topic]. 1-16 Credits.
Repeatable.

CDS709. Practicum: [Topic]. 1-16 Credits.
Repeatable.

CDS710. Experimental Course [Topic]. 1-5 Credits.
Repeatable.

Courses

SPSY401. Research: [Topic]. 1-12 Credits.
Repeatable.

SPSY405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

SPSY406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

SPSY407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

SPSY408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

SPSY409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

SPSY410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPSY503. Thesis. 1-16 Credits.
Repeatable.

SPSY507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

SPSY508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

SPSY510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPSY601. Research: [Topic]. 1-16 Credits.
Repeatable.

SPSY602. Supervised College Teaching. 1-5 Credits.
Repeatable.

SPSY603. Dissertation. 1-16 Credits.
Repeatable.

SPSY605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

SPSY606. Field Studies: [Topic]. 1-9 Credits.
Repeatable.

SPSY607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

SPSY608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

SPSY609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

SPSY610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPSY617. Tests and Measurements in Education. 4 Credits.
Introduction to measurement. Provides a theoretical and practical basis for evaluating and using the wide range of test and measurement data in educational research.
Prereq: undergraduate statistics or educational psychology course or equivalent.

SPSY626. Final Supervised Field Experience. 1-15 Credits.
Repeatable. Limited to students in school psychology program for basic endorsement for an Oregon license.

SPSY630. Introduction to Consultation. 4 Credits.
Provides students with basic knowledge and skills in the area of school-based consultation.

SPSY631. Academic and Behavioral Interventions. 4 Credits.
Focuses on the application of behavior analytic interventions in applied settings.

SPSY632. Advanced Consultation. 4 Credits.
Develops and refines competencies in school-based consultation, and provides opportunities for students to practice consultation skills.

SPSY650. Developmental Psychopathology. 4 Credits.
Overview of developmental psychopathology, with emphasis on childhood, adolescence, and early adulthood. Covers phenomenology, etiology, development, classification systems, and prognosis of major psychological disorders.

SPSY651. Cognitive-Affective Aspects of Behavior. 4-5 Credits.
Examination of cognitive and affective foundations of human behavior. Emphasis on reciprocal influences of cognition and emotion. Selected topics in attention,language, memory, thinking, reasoning. Offered alternate years.

SPSY652. Biological Aspects of Behavior. 4-5 Credits.
Provides the appropriate background for students to meet biological psychology course work requirement for board licensure as a psychologist.

SPSY661. Principles and Practices in School Psychology. 4 Credits.
Theory, role, and function of school psychology in its relation to learning and the school setting.

SPSY662. Foundations of Clinical Supervision. 3 Credits.
Introduction to theory and practice of clinical supervision. Overview of supervision models, factors affecting the supervision relationship, supervision and evaluation techniques, legal and ethical considerations.

SPSY663. Professional Ethics. 3 Credits.
Focuses on the study of current ethical standards of professional practice for school psychologists and behavior analysts.

SPSY671. Behavioral Assessment. 4 Credits.
Principles, techniques, and conceptual and practical issues in behavioral assessment; applied aspects include data gathering and interpretation as well as report writing.

SPSY672. Intellectual Assessment. 4 Credits.
Covers individual assessment of learning aptitude. Includes administering, scoring, and interpreting intelligence tests as well as report writing. Reviews theories of intelligence.

SPSY674. Educational Assessment. 4 Credits.
Methods of educational assessment designed to develop and evaluate instructional interventions; topics include systematic observations, curriculum-based assessment, and teacher interviews.

SPSY704. Internship: [Topic]. 1-15 Credits.
Repeatable.

SPSY706. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

SPSY709. Practicum: [Topic]. 1-16 Credits.
Repeatable.

Courses

SPED198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

SPED401. Research: [Topic]. 1-12 Credits.
Repeatable.

SPED405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

SPED406. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

SPED407. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include Collaborative Team, Introduction to Talented and Gifted, Introduction to Developmental Disabilities.

SPED408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

SPED409. Practicum: [Topic]. 1-21 Credits.
Repeatable. Recent topics include Special Education, Talented and Gifted.

SPED410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPED411. Foundations of Disability I. 3 Credits.
Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

SPED412. Foundations of Disability II. 3 Credits.
Overview of special education and disability studies; social construction of disability; personal perspectives; societal imagery concerning disability.

SPED422. Special Education Mathematics Instruction. 4 Credits.
Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

SPED426. Behavior and Classroom Management. 4 Credits.
Provides behavior management procedures for a variety of educational environments. Emphasizes functional assessment-based behavior support planning, classroom management, and principles of applied behavior analysis.

SPED431. Introduction to Learning Disabilities. 3 Credits.
Introduces major topics, issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characteristics, instructional interventions, and service-delivery models.

SPED432. Introduction to Behavioral Disorders. 3 Credits.
Introduces the characteristics and education of children and youth who have emotional and behavioral disorders.
Prereq: SPED 411.

SPED436. Advanced Behavior and Classroom Management. 3 Credits.
Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments.
Prereq: SPED 426.

SPED440. Early Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for preschool- to early elementary-aged students with disabilities. Sequence with SPED 441, 442, 443.

SPED441. Intermediate Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for late elementary- to middle school-aged students with disabilities. Sequence with SPED 440, 442, 443.
Prereq: SPED 440.

SPED442. Adolescent Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for middle school- and high school-aged students with disabilities. Sequence with SPED 440, 441, 443.
Prereq: SPED 441.

SPED443. Supporting Students with Low-Incidence Disability. 4 Credits.
Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities. Sequence with SPED 440, 441, 442.
Prereq: SPED 442.

SPED488. Professional Practices: [Topic]. 1-3 Credits.
Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school experience. Repeatable twice.
Coreq: SPED 406 or 409.

SPED503. Thesis. 1-9 Credits.
Repeatable.

SPED507. Seminar: [Topic]. 1-5 Credits.
Repeatable. Topics include Collaborative Team, Introduction to Talented and Gifted, Introduction to Developmental Disabilities.

SPED508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

SPED510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPED511. Foundations of Disability I. 3 Credits.
Categorical and cross-categorical survey of information about exceptional children and youths. Topics include history, etiology, identification, classification, legislation, alternate program delivery systems.

SPED512. Foundations of Disability II. 3 Credits.
Overview of special education and disability studies; social construction of disability; personal perspectives; societal imagery concerning disability.

SPED522. Special Education Mathematics Instruction. 4 Credits.
Systematic instruction of mathematics skills for students with disabilities: assessment, planning, curriculum modification, diagnosis and remediation of persistent error patterns, evaluation.

SPED526. Behavior and Classroom Management. 4 Credits.
Provides behavior management procedures for a variety of educational environments. Emphasizes functional assessment-based behavior support planning, classroom management, and principles of applied behavior analysis.

SPED531. Introduction to Learning Disabilities. 3 Credits.
Introduces major topics, issues, and trends in learning disabilities. Addresses the history, definitions, etiologies, theories, characteristics, instructional interventions, and service-delivery models.

SPED532. Introduction to Behavioral Disorders. 3 Credits.
Introduces the characteristics and education of children and youth who have emotional and behavioral disorders.
Prereq: SPED 411/511.

SPED536. Advanced Behavior and Classroom Management. 3 Credits.
Emphasizes functional assessment-based behavior support planning, individual education plans (IEPs), and effective behavior support systems for a variety of educational environments.
Prereq: SPED 426/526.

SPED540. Early Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for preschool- to early elementary-aged students with disabilities. Sequence with SPED 541, 542, 543.

SPED541. Intermediate Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for late elementary- to middle school-aged students with disabilities. Sequence with SPED 540, 542, 543.
Prereq: SPED 540.

SPED542. Adolescent Literacy for Diverse Learners. 4 Credits.
Focuses on designing and evaluating instruction in the areas of reading and writing for middle school- and high school-aged students with disabilities. Sequence with SPED 540, 541, 543.
Prereq: SPED 541.

SPED543. Supporting Students with Low-Incidence Disability. 4 Credits.
Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities. Sequence with SPED 540, 541, 542.
Prereq: SPED 542.

SPED588. Professional Practices: [Topic]. 1-3 Credits.
Helps students critically assess their fieldwork and integrate fieldwork and course work in the wider context of the school experience. Repeatable.
Coreq: SPED 606 or 609.

SPED601. Research: [Topic]. 1-6 Credits.
Repeatable.

SPED602. Supervised College Teaching. 1-9 Credits.
Repeatable.

SPED603. Dissertation. 1-16 Credits.
Repeatable.

SPED605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

SPED606. Field Studies: [Topic]. 1-6 Credits.
Repeatable.

SPED607. Seminar: [Topic]. 1-5 Credits.
Repeatable. Recent topics include Advanced Applied Behavioral Analysis, Doctoral Orientation, Program Evaluation, Project Aim.

SPED608. Workshop: [Topic]. 1-10 Credits.
Repeatable.

SPED609. Practicum: [Topic]. 1-16 Credits.
Repeatable. Topics include Classroom Consultation; College Teaching; Elementary I,II; Program Evaluation; Research.

SPED610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

SPED622. History of Special Education and Disability. 3 Credits.
Historical context for contemporary issues in understanding and supporting the lives of people with disabilities and their families.

SPED625. Final Supervised Field Experience. 1-15 Credits.

SPED626. Grant Writing. 1-3 Credits.
Provides structure and guidance in developing a grant proposal.

SPED628. Law and Special Education. 3 Credits.
Knowledge of current case law and legislation, sensitivity to legal issues, application to legal principles related to special education services in school settings.

SPED632. Collaborative Educational Planning. 3 Credits.
Collaborating to identify unique needs of individuals with disabilities and establish legally correct, educationally useful IEPs, and to use knowledge of effective interventions to meet needs.
Prereq: SPED 628 or equivalent.

SPED655. Supervised Field Experience. 5-12 Credits.
Repeatable. Provides practical experience in teaching students with disabilities in a public-school setting under the direction of cooperating teachers and university supervisors.

SPED660. Design of Instruction. 4 Credits.
Design, development, and evaluation of instructional materials for children with disabilities. Emphasis on analysis and construction of instructional sequences for various learning tasks.

SPED680. Foundations in Early Childhood and Early Intervention. 3 Credits.
Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation.

SPED681. Family-Guided Early Intervention. 3 Credits.
Covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.

SPED682. Assessment and Evaluation. 3 Credits.
Presents assessment and evaluation materials used in early intervention programs and provides methods for using these materials.

SPED683. Curriculum in Early Childhood and Early Intervention. 3 Credits.
Presents curricular materials covering development from birth to six years. Discusses procedures for use and modification.

SPED684. Applications of a Linked System I. 2 Credits.
Provides opportunities for students to implement activities in a linked approach to early intervention services; foundation for an understanding of the components of a linked system. Sequence with SPED 685.

SPED685. Applications of a Linked System II. 1 Credit.
Examines the components of a linked system, how they influence one another, and how they are implemented within a best-practices model for early intervention–early childhood special education. Sequence with SPED 684.
Prereq: SPED 684.

SPED686. Autism in Early Intervention. 2-3 Credits.
Information is given regarding the etiology of autism, diagnostic/evaluation procedures and current evidence-based strategies for supporting young children with autism spectrum disorder and their families.

SPED687. Early Intervention Methods I. 1-3 Credits.
Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.

SPED688. Early Intervention Methods II. 1-3 Credits.
Provides opportunity to develop effective intervention skills to use with young children who are at risk and disabled and with their families.

SPED689. Early Intervention Methods III. 1-2 Credits.
Focuses on advanced methods in early intervention, including special handling and management techniques.

SPED690. Early Intervention Methods IV. 1-2 Credits.
Develops advanced intervention skills to use with young children who are at risk and disabled and with their families.

SPED706. Special Problems: [Topic]. 1-6 Credits.
Repeatable.

SPED707. Seminar: [Topic]. 1-5 Credits.
Repeatable.

SPED708. Workshop: [Topic]. 1-6 Credits.
Repeatable.

SPED709. Practicum: [Topic]. 1-6 Credits.
Repeatable.