SPED - SPECIAL EDUCATION

SPED Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/SPED/)

Courses

SPED 117 The Culture of Disability credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/117/)
The purpose of this course is to provide an introduction to the culture of disability across the lifespan. The impact of disabilities on an individual across the lifespan will be explored, and the unique culture that is created by having a disability will be addressed. The historical basis for the disability movement and special education will be addressed, including legislation and litigation that has had a significant impact on the field. Students also will learn about the characteristics of individuals with diverse abilities as well as current trends in educational services.
This course satisfies the General Education Criteria for:
Humanities - Hist Phil

SPED 199 Undergraduate Open Seminar credit: 1 to 5 Hours. (https://courses.illinois.edu/schedule/terms/SPED/199/)
Topics will vary. See course schedule. May be repeated in separate terms to a maximum of 5 credit hours, if topics vary.

SPED 210 Universal Design in Society credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/210/)
Taking a proactive approach to creating inclusive environments across learning, work, and daily life by using Universal Design principles across settings and careers. By removing barriers and increasing flexibility, Universal Design supports people of all ages, abilities, and backgrounds. Students will examine how environments and individuals interact and recognize, evaluate, and apply specific Universal Design principles across disciplines and careers to foster accessibility and success for all.

SPED 312 Introduction to Educational Technology credit: 2 or 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/312/)
This course provides preservice teachers with the foundation for growth in technology integration through professional preparation, student teaching, and licensure. Major areas covered include the use of productivity tools, effective integration of the internet, and enhancing instruction through the use of multimedia. Additional topics include learning theories, professional development, evaluation, and technology use across multiple disciplines. Special equipment needed includes a USB-Flash Drive and SCD-R disks.

SPED 317 Characteristics & Eligibility credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/317/)
The purpose of this course is to provide an introduction to issues associated with the identification and characteristics of students with disabilities, eligibility for special education, and placement to meet students' educational needs. Prerequisite: SPED 117 and admission into the teacher education program in special education.

SPED 322 Introduction to Intellectual Disability credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/322/)
Study of the history and current status of the social, emotional, physical, and learning characteristics and problems of persons with an intellectual disability; identification and diagnosis; available services and provisions; and educational programs and lifelong processes of adaptation for these individuals and their families. Same as PSYC 322. Prerequisite: PSYC 100 or SPED 117; or equivalent.
This course satisfies the General Education Criteria for:
Social Beh Sci - Beh Sci

SPED 391 Thesis credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/SPED/391/)
Prerequisite: Senior standing.

SPED 395 Independent Study credit: 1 to 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/395/)
Study of problems not considered in other courses; designed for students who excel in self-direction and intellectual curiosity. Prerequisite: Upperclassman; upper five percent of class in grade-point average; demonstrated writing competence, research potential, scholarly attitude, and interest as attested to by instructors; consent of adviser and staff member who supervises the work.

SPED 405 General Educator's Role in Special Education credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/405/)
Examination of issues in educating students with special needs: service delivery models, roles of teachers and related service providers, student assessment, curriculum individualization, instructional strategies, management of problem behaviors, and program evaluation. 3 undergraduate hours. 3 graduate hours. Prerequisite: Must be registered in teacher licensure program.

SPED 410 Principles of Universal Design for Learning & Models for Understanding Disability credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/410/)
Addressing the instruction of all individuals with particular attention to those with disabilities/disabled individuals who are provided services and supports under IDEA. Topics include effective instructional practices, including the skill of planning for diversity using a universal design framework. The course begins with understanding the differing model for understanding disability, then transitions to designing inclusive instruction, and ends with learning to lesson plan using backwards design and incorporating UDL. 4 undergraduate hours. 4 graduate hours. Credit is not given for SPED 410 and SPED 317. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 412 Understanding Special Education Law & Ethics credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/412/)
An introduction and overview of the continuous evolution of special education by analyzing and critiquing educational policies, legal regulations, and current cultural issues related to the individualized education program for students with disabilities. Emphasis will be placed on ethical, equitable, and just practices for understanding how students become eligible and receive special education services. Students will produce a quality and compliant IEP while learning how to advocate with and for students with disabilities. 4 undergraduate hours. 4 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 414 Assessment in Early Childhood Special Education credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/414/)
Practice in designing and applying assessment devices and procedures and in using them to make educational decisions for children with disabilities, birth through kindergarten age. 3 undergraduate hours. 3 graduate hours.

SPED 418 Foundations of Assessment and Instruction credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/418/)
Theoretical and practical considerations in the educational assessment of students with disabilities and diverse learners are discussed. Practical assessment techniques and efficient data collection are emphasized, along with legal and ethical considerations in assessment. Participants are also provided with information and practice opportunities on generic strategies and principles of learning for diverse populations, particularly students with disabilities. Emphasis is placed on methods and strategies for instructing individuals and groups of students. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 424 Foundations of Assessment credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/424/)
Course focuses on the theoretical and practical considerations in the psychological and educational assessment of individuals with disabilities. An emphasis will be placed on understanding the technical and practical aspects of current assessment procedures and their application to the education of children and youth with disabilities. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 426 Preparing for Professional Practice credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/426/)
This course provides participants with the information and strategies for effective collaboration and interactive teaming. Participants will learn effective models of collaboration and consultation, team member roles and responsibilities, collaborative practices for participating on teams, and strategies for securing appropriate resources for students with disabilities. Emphasis is placed on skills necessary for working collaboratively with parents, teachers, and other service providers. 3 undergraduate hours. No graduate credit. Prerequisite: Concurrent enrollment in EDPR 420 or consent of instructor. Restricted to undergraduates.

SPED 431 Assistive Technology and Physical Disabilities credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/SPED/431/)
Course focuses on specialized health care needs, policies, and procedures for working with students with disabilities. An overview is provided of methods for accommodating students including task or environmental modifications, assistive technology, and adaptive equipment options. 2 undergraduate hours. 2 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 432 Multiple Disabilities credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/432/)
Focuses upon the physical and educational characteristics of individuals with multiple disabilities, particularly those with physical disabilities and other health and sensory impairments; covers educational curricula, teaching methods, and other educational considerations such as working with parents, medical personnel, and support staff, and educational adaptations. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 435 Behavior Analysis in Special Education credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/435/)
Remediation of behavior problems of exceptional students and adults using applied behavior analysis techniques; includes defining, observing, recording, charting, and evaluating behavior change and application of behavioral procedures to remediate behavior problems in the classroom. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 436 Systematic Instruction in Special Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/436/)
Elements of data-based instruction emphasizing educational planning for individuals with special needs; includes task and developmental analysis, writing instructional programs, and individualization of instruction. Covers infancy to young adults; mild to severe disabilities. 4 undergraduate hours. 4 graduate hours. Prerequisite: Credit or concurrent registration in SPED 435, or consent of instructor.

SPED 437 Curriculum for Severe Disabilities credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/437/)
Curriculum design, development, and adaptation for students with moderate and severe disabilities; includes the following basic curriculum areas: domestic/home living, self-care, socialization, community living, leisure and recreation, and functional academics; a focus is on providing instruction in these areas in inclusive educational settings; and an emphasis throughout the course is on the evaluation of curriculum and program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 436.

SPED 438 Collaboration with Diverse Families in Special Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/438/)
The impact of disability and cultural diversity on the collaborative relationship and roles between families and school personnel. Strategies for establishing partnerships with families and their children to optimize positive students' educational outcomes will be explored. A family systems perspective will be applied to understanding the diverse families with members with disabilities. Participants will reflect on their own culture, lived experiences, and family structure while using strategies to understand family perspectives. 4 undergraduate hours. 4 graduate hours. Prerequisite: Practicum experience or consent of instructor.

SPED 440 Instructional Strategies I credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/440/)
Course is designed to provide participants with information on effective instructional practices for working with students with disabilities. Participants are provided with information on generic strategies and principles of learning, instructional formats and strategies for informal assessment. Throughout this course emphasis is placed on methods and strategies for instructing individuals and groups of students. Important consideration is given to legal and ethical issues and an understanding of diverse needs in instructional design and delivery. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 317 and SPED 517 or consent of instructor.

SPED 441 Instructional Strategies II credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/441/)
Course focuses the design of instruction based on diverse student characteristics, student performance data, curriculum goals, and the community context. Emphasis is placed on application of techniques and strategies to facilitate learning and on evaluating assessment information to modify methods, materials, or environments to enhance student success. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 440 and concurrent enrollment in SPED 524 or EDPR 250, or consent of instructor.

SPED 442 Teaching Reading to Learners with Disabilities credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/442/)
Students will learn the components of reading and how to design reading instruction for students with disabilities. Students will learn effective strategies for teaching and assessing the main areas of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension to learners with disabilities. 4 undergraduate hours. 4 graduate hours. Credit is not given toward graduation for: SPED 442 and SPED 440, SPED 441, SPED 446, or SPED 447. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 443 Teaching Writing to Learners with Disabilities credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/443/)
Students will learn the components of written expression and how to design writing instruction for students with disabilities. Students will learn effective strategies for teaching and assessing foundational writing skills (e.g., handwriting, keyboarding, spelling) and written expression to learners with disabilities. 4 undergraduate hours. 4 graduate hours. Credit is not given toward graduation for: SPED 443 and SPED 440 or SPED 441. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 444 Facilitating the Transition to Adulthood for Students with Disabilities credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/444/)
This course focuses on developing plans and activities during K-12 schooling that prepare students with disabilities to transition successfully to adulthood within the following areas: postsecondary employment, independent living, community participation, postsecondary education, and overall quality of life. Emphasis will be placed on developing individualized transition plans that go beyond legal compliance and reflect best practices, center student and family voices, and incorporate interagency collaboration and community involvement. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 446 Curriculum Development I credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/446/)
Principles and practices for teaching students with disabilities. Topics include models of curriculum development, procedures for identifying curriculum priorities across content areas, and relationships between curriculum and instructional settings. Emphasis is on development of inclusive educational programs that are outcome-driven and on evaluation of program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: Admission to the Department of Special Education, or consent of instructor.

SPED 447 Curriculum Development II credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/447/)
Course focus is on ensuring access for students with disabilities to the general education curriculum in English language arts, mathematics, science and social studies by considering the interaction among content area knowledge, pedagogical knowledge, and evidence-based practice. Construction of curriculum in academic content areas with a scope and sequence tailored to individual student characteristics in an area of emphasis. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 446 and admission to the Department of Special Education, or consent of instructor.

SPED 448 Curriculum Development III credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/448/)
Review and application of curriculum development and adaptation principles and strategies to life skill domain areas. Curriculum areas addressed include domestic/home-living, leisure and recreation, community living, and vocational programs and job preparation. Emphasis on designing instruction to address life skill curriculum needs in inclusive educational programs and on critically evaluating curriculum and program effectiveness. 4 undergraduate hours. 4 graduate hours. Prerequisite: SPED 446 and admission to the Department of Special Education, or consent of instructor.

SPED 450 Introduction to Early Childhood Special Education credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/450/)
Overview of the history, trends, and issues of the field of Early Childhood Special Education (ECSE) with particular attention to federal and state policy, service system models, and professional roles and ethics. Emphasis is on current research, theory, and practice. 3 undergraduate hours. 3 graduate hours. Prerequisite: Junior standing.

SPED 452 Teaching Mathematics and Science to Learners with Disabilities I credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/452/)
Supports special education teacher candidates in articulating a vision for equitable mathematics and science instruction and working toward realizing that vision by designing meaningful grade-level aligned learning progressions, instructional activities, and assessments for all students with disabilities including those with extensive support needs. 4 undergraduate hours. 4 graduate hours. Credit is not given for SPED 452 and SPED 446 or SPED 447. Prerequisite: CI 431 and admission to the Department of Special Education or consent of instructor.

SPED 453 Teaching Mathematics and Science to Learners with Disabilities II credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/453/)
This course supports teacher candidates in articulating a vision for equitable mathematics and science instruction and working toward realizing that vision by adapting instructional materials, designing instructional activities that promote generalization and transfer, and designing assessments for all students with disabilities including those with extensive support needs. 4 undergraduate hours. 4 graduate hours. Credit is not given for SPED 453 and SPED 440, SPED 441, SPED 446 or SPED 447. Prerequisite: CI 431, SPED 452 and Admission to the Department of Special Education or consent of instructor.

SPED 460 Communication and Physical Disabilities credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/460/)
Focuses upon issues and intervention strategies that can impact the communication skills of persons with moderate or severe intellectual and/or physical disabilities. Specific assessment and intervention strategies are discussed as they relate to both verbal and augmentative communication. 4 undergraduate hours. 4 graduate hours.

SPED 461 Alternative and Augmentative Communication and Literacy credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/461/)
Course focuses on issues and strategies for teaching communication and literacy to individuals with significant intellectual or physical disabilities. Specific assessment and intervention strategies are discussed as they relate to alternative and augmentative communication (AAC) and the development of beginning literacy skills. 3 undergraduate hours. 3 graduate hours. Prerequisite: Concurrent enrollment or prior completion of SPED 440, and admission to the Department of Special Education, or consent of instructor.

SPED 462 Facilitating Educational Access for Students with Extensive Support Needs credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/462/)
Strategies and procedures for supporting students with disabilities who have extensive support needs in accessing inclusive educational experiences. Specific areas of interest include addressing specialized healthcare needs, complex communication needs and augmentative and alternative communication (AAC), assistive technology, adaptive equipment, and task or environmental accommodations and modifications that facilitate student success in general education. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education, or consent of instructor.

SPED 465 Curriculum and Methods in Early Childhood Special Education credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/465/)
Introduction to the field of early childhood special education, including its history and major issues; instructional methods used in teaching and facilitating development in young children with disabilities are covered in depth. 3 undergraduate hours. 3 graduate hours.

SPED 470 School-Wide Behavior Supports in Learning Environments credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/470/)
Provides participants with an introduction to theoretical frameworks and evidence-based approaches to promote a positive school climate, school-wide social-emotional-behavioral supports, and classroom management in learning environments. The course will focus on building understanding and skills of future educators to support students with disabilities through creating a supportive and effective learning climate, community, and behavioral supports to promote learning outcomes. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Department of Special Education or consent of instructor.

SPED 471 Individualized Behavior Supports for Students with Disabilities credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/471/)
Addresses a behavioral-analytic approach and perspective on assessment, intervention, and support of individuals with disabilities demonstrating behavioral challenges that interfere with learning and academic progress. Participants will become familiar with legal requirements within the Individualized Education Program (IEP) and the collaborative team process and procedures for 1) assessing student preferences, 2) evaluating and conducting functional behavioral assessments (FBA) and 3) developing individualized function-based and culturally-appropriate behavioral intervention plans (BIPs) within school settings 3 undergraduate hours. 3 graduate hours. Prerequisite: SPED 470, and admission to the Department of Special Education, or consent of instructor.

SPED 488 Ethics and Professional Behavior credit: 3 Hours. (https://courses.illinois.edu/schedule/terms/SPED/488/)
Designed to introduce students to ethical issues and challenges that teacher educators and other professionals, including Board Certified Behavior Analysts, may encounter in practice. The topics to be covered all revolve around ethical conduct in practice and research, as well as the decision-making foundations for resolving ethical issues. Students will obtain knowledge and skills through readings, discussion and various case scenarios, reflections, and discussion of the concepts of issues addressed in the reading and assignments. 3 undergraduate hours. 3 graduate hours. Prerequisite: Graduate standing. Undergraduate Seniors (with permission).

SPED 501 Child Development B to 3 credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/SPED/501/)
Overview of child development milestones for children birth to 3, theories of development, and influences on children's development.

SPED 503 Family-Centered Practices in Early Intervention credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/SPED/503/)
Overview of why and how to use family-centered practices in early intervention, including how to communicate in culturally affirming ways, engage in respectful family assessment, empower families to be advocates, and engage in family coaching during home visits.

SPED 505 Ethics in Early Intervention credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/SPED/505/)
Overview of ethics in the field of early intervention including ethical theories, various professional organizations' codes of ethics, common ethical dilemmas in the field, and the interrelationship of ethics with culture and trauma.

SPED 507 Collaboration and Teaming in Early Intervention credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/SPED/507/)
Overview of approaches, concepts, and skills related to how to team and collaborate with other professionals in early intervention.

SPED 510 Legal Aspects of Disabilities credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/510/)
Study of the legal rights of individuals with disabilities and their families, with emphasis on educational aspects; inter-relationship of constitutional, statute, administrative and case law at the federal, state and local levels. Case study simulations and mock due process hearings are included.

SPED 514 Equity Issues in Special Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/514/)
A graduate-level overview of issues in equity and access for students with disabilities. Historical and legal foundations are reviewed, but the course focus is issues related to characteristics of individuals with disabilities, challenges in instructional service delivery, including of students with special needs in the general curriculum, and transition of students with disabilities to independent living. Participants reflect on issues in light of their own experiences. Prerequisite: Acceptance into the Master of Education with an emphasis on Diversity and Equity in Education Program or instructor approval.

SPED 517 Disability Issues in Special Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/517/)
Overview of special education at the graduate level. Focus is placed on issues related to: assessment, identification, and characteristics across all disability areas. The greatest emphasis is placed on strategies for including students with disabilities in the general curriculum. Historical and legal perspectives that provide the foundation for special education are discussed.

SPED 521 Administration and Supervision in Special Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/521/)
Examination of administrative and supervisory practices in educating children with disabilities and gifted children in public and private schools; application of administrative theory to special education programs. Designed for graduate students in education administration or special education preparing to direct special education programs. Prerequisite: SPED 517 or consent of instructor.

SPED 524 Supervised Practice in Special Education credit: 1 to 8 Hours. (https://courses.illinois.edu/schedule/terms/SPED/524/)
Supervised practice in one or more settings in which students with disabilities are served; practicum settings may include day, residential, special, and regular schools which serve students with disabilities. Approved for S/U grading only. May be repeated in same or subsequent terms to a maximum of 8 hours. Prerequisite: Admission to the graduate program in special education; consent of supervising faculty member.

SPED 525 Seminar in Trauma-Informed Education credit: 2 Hours. (https://courses.illinois.edu/schedule/terms/SPED/525/)
Explores current issues in the education field (e.g., trauma caused by service systems, seclusion and restraint policies, special education services, etc.) and how they relate to trauma and trauma-informed education. Additionally, there will be a focus on identifying and discussing issues of practice and how to make practice more trauma-informed. This course will be an 8-week course with both large- and small-group synchronous meeting times weekly. Prerequisite: Restricted to students admitted to the EdM program in Curriculum and Instruction with a concentration in Trauma-Informed Practices and Pedagogy, or with permission from instructor.

SPED 526 Collaborative Leaders in Special Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/526/)
Course provides special educators and other professionals with skills and strategies to assume a leader/change agent role in their schools. Participants focus on effective leadership, collaborative practices, and innovative programs in special education that create unique learning environments, ultimately impacting all stakeholders (student with and without disabilities, teachers, families). Course readings, lectures, and activities address how leaders in the field affect change in special education through grant writing, professional development, and the implementation and evaluation of innovative programs and practices. Prerequisite: SPED 426 or equivalent.

SPED 535 Curricular Foundations in Early Childhood Special Education credit: 5 Hours. (https://courses.illinois.edu/schedule/terms/SPED/535/)
Introduces how to plan curriculum and instruction in early childhood special education, including emergent and project-based curriculum, lesson planning, and content areas; considerations for supporting dual language learners and children with disabilities are embedded throughout. Prerequisite: SPED 450. Restricted to master's students in Special Education who are completing the Early Childhood Special Education area of emphasis.

SPED 538 Interdisciplinary Teaming credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/538/)
Study of roles and functions of teams in early intervention and special education service delivery; considers models of team process within and between service settings; explores dynamics of interaction on teams, including approaches to decision-making, communication, and conflict resolution; examines professional roles and tasks of team members in the intervention process.

SPED 550 Methods of Educational Inquiry credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/550/)
Same as CI 550, EPSY 550, and ERAM 550. See CI 550.

SPED 556 Problems and Trends in Special Education credit: 4 to 8 Hours. (https://courses.illinois.edu/schedule/terms/SPED/556/)
Introduction to significant problems, points of view, and trends in the field concerned; explores significant research related to organization, content, and techniques in the field in question. Students are encouraged to design/propose/conduct special studies in approved areas.

SPED 565 Atypical Development: B to 6 credit: 2 or 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/565/)
Examines characteristics of children with major biological risk conditions and disabilities, birth - six, with a focus on the impact of these conditions on development; briefly examines interventions used by a variety of professionals in addressing specific developmental needs of children with a variety of disabilities Prerequisite: EPSY 236 or equivalent.

SPED 566 Leadership in Early Childhood Special Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/566/)
Program issues and research on the efficacy of various program models for young children with special needs from infancy to six; implications for program organization variables such as space, personnel roles, and curriculum Prerequisite: SPED 465 and concurrent enrollment in SPED 524, or consent of instructor.

SPED 575 Mixed Method Inquiry credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/575/)
Same as EPSY 575. See EPSY 575.

SPED 583 Single Case Experimental Design credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/583/)
Study of the analysis of behavior in one or a few subjects using advanced time series designs; includes making accurate and reliable assessment of objective behaviors and designing experiments that feature interpretable comparisons among interventions and credible generalizability to subjects, settings, and time periods other than those specifically studied. Classic and current exemplars of these designs are studied and critiqued in depth. Same as EPSY 583.

SPED 585 Individual Differences: B to 6 credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/585/)
Examines major developmental themes in young children from birth to six. Emphasizes individual differences resulting from environmental and biological factors that influence development, including those resulting from disabilities. Focuses on integration among multiple domains of development. Prerequisite: Graduate standing or consent of instructor.

SPED 590 Seminar for Advanced Students credit: 0 to 8 Hours. (https://courses.illinois.edu/schedule/terms/SPED/590/)
Seminar in the education of individuals with disabilities; open only to persons who have been admitted for graduate study. Approved for Letter and S/U grading. May be repeated in separate terms to a maximum of 8 hours.

SPED 591 Field Study and Thesis Seminar credit: 1 to 8 Hours. (https://courses.illinois.edu/schedule/terms/SPED/591/)
Planning field studies and thesis problems by graduate students; students present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze all presentations critically. May be repeated up to 8 hours. Prerequisite: Admission to graduate studies in Special Education or consent of instructor.

SPED 592 Concepts and Issues in Special Education I credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/592/)
Roles and competencies for special education leadership positions; includes literature critique, and preparation and presentation of a major review paper in an area of research interest. Prerequisite: Admission to doctoral studies in Special Education or consent of instructor.

SPED 593 Concepts and Issues in Special Education II credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/593/)
Seminar in current concepts and issues relating to all children with special needs; introduction to grant proposal writing; and introduction to journal reviewing; requires critical review of key readings and preparation of a literature review of a topic of current research in special education. Prerequisite: SPED 592 or consent of instructor.

SPED 595 Independent Study credit: 1 to 4 Hours. (https://courses.illinois.edu/schedule/terms/SPED/595/)
Self-directive, independent study, that is, develops the individual's ability as an independent student and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term. May be repeated with approval. Prerequisite: Approval of study outline by advisor and the department head prior to enrollment.

SPED 599 Thesis Research credit: 0 to 16 Hours. (https://courses.illinois.edu/schedule/terms/SPED/599/)
Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated in the same term or in separate terms.