The Department of Educational Studies in the College of Education and Human Ecology is proposing revisions to its MA in Special Education. Changes are made to its Research Core, Specialization requirements, and a Dyslexia and Dysgraphia concentration is added.

The proposal was received by the Graduate School on 15 Feb 2018. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, on 8 March 2018, and returned to proposers for revision. Revisions were received on 1 May 2018 and reviewed by the subcommittee electronically. The proposal was approved and forwarded to the Graduate Council on 11 May 2018. It was approved by the Graduate Council, via electronic vote, on 5 June 2018.
7 May 2018

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

RE: MA in Special Education Response to Request for Revisions

Dear Dr. Smith,

Thank you for your response to our proposed revision to the MA program in Special Education. Attached please find an executive summary that summarizes and contextualizes the requested changes. Also, please find side-by-side versions of the current and proposed curricula. In response to the final two questions, please see below.

1. Provide a clear side-by-side demonstration of the current curriculum and the proposed curriculum.
   • Attached are three files. One is the current program, one is the proposed program with the changes highlighted, and the final one is the proposed program with no highlighting.

   • Most students in the special education master’s program complete a thesis. However, the option to complete a master’s exam does exist, though it is used infrequently.

3. Do you wish for these specializations to be transcript designations? If so: please overtly articulate this.
   • Yes, these specializations should be transcript designations. The designations for the Hearing Impairment and Orientation and Mobility specializations have been transferred from the Department of Teaching and Learning. A new transcript designation will have to be created for the Dyslexia and Dysgraphia specialization.

If you have any questions, or need additional information, do not hesitate to contact me.

Sincerely,

Helen I. Malone, Ph.D.
Associate Chair
Department of Educational Studies

SPED MA Revision Response.docx
7 May 2018

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

RE: Revision to MA in Special Education Executive Summary

Dear Dr. Smith,

The special education program faculty in the Department of Educational Studies is submitting a request to revise their MA program. As requested, in this letter, I will describe the changes requested and the reasoning for the requested changes. Attached please find a copy of the current program of study, a program with the changes marked, and a clean, revised program of study.

The impetus for this revision was sparked by two events. First, Dr. Peter Paul moved from the Department of Teaching and Learning (TL) to the Department of Educational Studies (ES) in 2016. In TL, Dr. Paul managed the Hearing Impairment (HI) and Orientation and Mobility (O&M) programs, and he is the sole faculty member who studies these areas. It was understood by both departments that when Dr. Paul moved, that these programs would move with him. The HI program has traditionally existed as a non-thesis MEd program with initial licensure. The O&M program is being added to the MA program with the goal of increasing enrollments. Students are currently funded by state (though the Dean’s Compact) to complete a license in O&M. By adding the program to the Special Education MA, the program faculty expects to see increased interest.

The second event was the retirement of two faculty in TL who collaborated with a special education faculty member in ES on a Dyslexia Certificate. Like the O&M program, the Dyslexia Certificate was a stand-alone program not included in any master’s program. Again, to increase visibility and enrollments, the special education faculty want to incorporate this program into the Special Education MA. These two events were the primary drivers for the revision to this MA program.

With that context, what follows is an overview of the changes being proposed.

1. In the Research Core, adding flexibility in the research methods course for students in the HI and O&M Programs.
   a. Historically, most master’s students in special education have completed a thesis in which they are required to conduct an experimental behavior change project with a student with disabilities using a single case design (the type of design taught in ESSPED 8861). Students completing the MA with
concentrations in HI or O&M may choose to do a different type of thesis. As such, the option to identify an appropriate research course has been added.

2. The following note was added to the Specialization Requirements section: “Note: Students in the HI licensure track are required to take 4 credits of ESSPED 5189 in lieu of ESSPED 8189. Students in the O&M licensure track are required to take only 2 credits of ESSPED 8189.”
   a. The HI and O&M concentrations are initial licensure programs. That is, students can earn either of these licenses as their first license. This is not the case for the other concentrations with licensure—students must come into those concentrations with an initial license. As such, students in the HI and O&M programs have to take a different number of hours in ESSPED 5189 and ESSPED 8189.

3. In the Specialization Requirements, four changes were made and are listed below.
   a. ESSPED 5734 and ESSPED 8922 were added to the ABA concentration.
      i. It was an oversight to leave these courses off of this list.
   b. The Dyslexia and Dysgraphia concentration was added.
      i. As noted above, this concentration was added to bring the concentration into a degree bearing program to attract additional students and increase enrollments. Dysgraphia was added to broaden the expertise of students completing this concentration.
   c. The HI concentration was revised from the TL offering and added to the MA in special education. The changes made do not affect the competencies required by the program.
      i. EDUTL 5108 or 5270 Mathematics Methods and EDUTL 5129 or 5275 Science Methods have been eliminated as the competencies are covered in the newly added course: ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities.
      ii. Either ESSPED 5557 or ESSPED 5722 is required. Previously, the only choice was ESSPED 5557.
      iii. EDUTL 6501 (now 5501) Curriculum & Instruction for Children with Sensory Impairments has been eliminated as the competencies are covered in ESSPED 5557 and ESSPED 6556.
      iv. EDUTL 6052 Classroom-Based Inquiry has been eliminated. With the movement of the HI program into Special Education, there will be a research course and thesis requirement.
      v. EDUTL 7193 Independent Study [ESSPED 8193 Independent Study (3)]. Current students will complete this requirement via ESSPED 8193 for their M.Ed non-thesis project. With the movement of HI into Special Education and the requirement of a research course and a thesis, EDUTL 7193 (ESSPED 8193) will be eliminated.
   d. The O&M concentration was added.
      i. As noted above, this concentration was added to bring it into a degree bearing program to attract additional students and increase enrollments.

If you have any questions, or need additional information, do not hesitate to contact me.

Sincerely,

Helen I. Malone, Ph.D.
Associate Chair
Department of Educational Studies
Special Education (EDUCST-MA, SPE)

Specialization leading to Master of Arts in Educational Studies

Prerequisites (6 hours)
The following courses, or their equivalents, are pre-requisites for the specialization. See your advisor for scheduling. These hours do not apply to the total credit hours for the degree.

ESSPED 5650  Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
ESSPED 5742  Applied Behavior Analysis for Teachers (3)

Core Requirements (9-10 hours)

Foundations Requirement (3 hours)
ESCFE 6212  American Schools and Society (3)
ESCFE 6250  History of Education
ESCFE 7572  History of Colleges and Universities (3)
ESEPHL 6410  Philosophy of Education (3)

Multicultural and Human Diversity Requirement (3-4 hours)
If an introductory special education course has already been taken, it does not need to be taken again. If it was taken as an undergraduate, students should select one of the other Multicultural and Human Diversity course options.
ESEADM 6360  School and Community Relations (3)
ESHESA 7520  Diversity in Higher Education (3)
ESCFE 7214  An Interpretative History of African American Education: 1700 to 1950 (3)
ESCFE 7215  An Interpretative History of African American Education: 1950 to present (3)
ESCE 7741  Multicultural Issues in Counseling (4)
ESSPED 5650  Introduction to Exceptional Children (3)
EDUTL 5005  Equity and Diversity (3)

Research Requirement (3 hours)
ESSPED 8861  Behavioral Research Methods in Applied Settings (3)

Minimum hours: 34-37 with thesis

Specialization Requirements (22–25 hours)

Required Courses (4–7 hours)
ESSPED 8832  Advanced Applied Behavior Analysis (3) (only for ABA concentration)
ESSPED 8189  Field Experience in Special Education (4)
Select one concentration, 18 hours

**Early Intervention Specialist Concentration (18 hours)**
- ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
- ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
- ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
- ESSPED 5760 Educational Assessment in Early Childhood Special Education (3)
- ESSPED 5761 Educational Intervention for Young Children with Disabilities (3)
- ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

**Moderate to Intensive Intervention Specialist Concentration (18 hours)**
- ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
- ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
- ESSPED 5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
- ESSPED 5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
- ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)
- KNPE 5676 Programming for Severe Physical Impairments (3)

**Mild to Moderate Intervention Specialist Concentration (18 hrs)**
- ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
- ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
- ESSPED 5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)
- ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
- ESSPED 5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)
- ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

**Applied Behavior Analysis Concentration (choose at least six, minimum 18 hrs)**
*If you intend to sit for the BCBA exam, you must work with your advisor to select courses.*
- ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
- ESSPED 5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
- ESSPED 5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
- ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
- ESSPED 5750 Classroom Management (3)
- ESSPED 5761 Educational Intervention for Young Children with Disabilities (3)
- ESSPED 7830 Urban Education & Precision Teaching (3)
- ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
- ESSPED 8874 Behavioral Research in Education (3)
- ESSPED 8891 Contemporary Issues in Special Education (3)
- ESSPED 8916 Behaviorism: Applications and Implications of Skinner’s Works (1.5)
- ESSPED 8917 Verbal Behavior (1.5)
- ESSPED 8921 Ethical Issues in Applied Behavior Analysis (3)
- ESSPED 8200 Basic Behavior Analysis (3)

**Thesis Requirement (3 hours)**

**Thesis Option** *(Consult with faculty advisor)*
- ESSPED 7999 Thesis Research: Special Education (minimum 3)
Note: Student’s exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Special Education (EDUCST-MA, SPE)

Specialization leading to Master of Arts in Educational Studies

Prerequisites (6 hours)
The following courses, or their equivalents, are prerequisites for the specialization. See your advisor for scheduling. These hours do not apply to the total credit hours for the degree.

- ESSPED 5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
- ESSPED 5742 Applied Behavior Analysis for Teachers (3)

Core Requirements (9-10 hours)

Foundations Requirement (3 hours)
- ESCFE 6212 American Schools and Society (3)
- ESCFE 6250 History of Education (4)
- ESCFE 7572 History of Colleges and Universities (3)
- ESEPHL 6410 Philosophy of Education (3)

Multicultural and Human Diversity Requirement (3-4 hours)
If an introductory special education course has already been taken, it does not need to be taken again. If it was taken as an undergraduate, students should select one of the other Multicultural and Human Diversity course options.
- ESEADM 6360 School and Community Relations (3)
- ESHESA 7520 Diversity in Higher Education (3)
- ESCFE 7214 An Interpretative History of African American Education: 1700 to 1950 (3)
- ESCFE 7215 An Interpretative History of African American Education: 1950 to present (3)
- ESCE 7741 Multicultural Issues in Counseling (4)
- ESSPED 5650 Introduction to Exceptional Children (3)
- EDUTL 5005 Equity and Diversity (3)

Research Requirement (3 hours)
Note: Students in HI or O&M tracks should consult with their advisor re research requirement.
- ESSPED 8861 Behavioral Research Methods in Applied Settings (3)

Minimum hours: 34 with thesis

Specialization Requirements (22–27 hours)

Required Courses (4–7 hours)
- ESSPED 8832 Advanced Applied Behavior Analysis (3) (only for ABA concentration)
- ESSPED 8189 Field Experience in Special Education (4)

Note: Students in the HI licensure track are required to take 4 credits of ESSPED 5189 in lieu of ESSPED 8189. Students in the O&M licensure track are required to take only 2 credits of ESSPED 8189.
PROPOSED CURRICULUM

Early Intervention Specialist Concentration (18 hours)
- ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
- ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
- ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
- ESSPED 5760 Educational Assessment in Early Childhood Special Education (3)
- ESSPED 5761 Educational Intervention for Young Children with Disabilities (3)
- ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

Moderate to Intensive Intervention Specialist Concentration (18 hours)
- ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
- ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
- ESSPED 5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
- ESSPED 5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
- ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)
- KNPE 5676 Programming for Severe Physical Impairments (3)

Mild to Moderate Intervention Specialist Concentration (18 hrs)
- ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
- ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
- ESSPED 5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)
- ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
- ESSPED 5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)
- ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

Applied Behavior Analysis Concentration (choose at least six, minimum 18 hrs)
- ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
- ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
- ESSPED 5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
- ESSPED 5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
- ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
- ESSPED 5750 Classroom Management (3)
- ESSPED 5761 Educational Intervention for Young Children with Disabilities (3)
- ESSPED 7830 Urban Education & Precision Teaching (3)
- ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
- ESSPED 8874 Behavioral Research in Education (3)
- ESSPED 8891 Contemporary Issues in Special Education (3)
- ESSPED 8916 Behaviorism: Applications and Implications of Skinner’s Works (1.5)
- ESSPED 8917 Verbal Behavior (1.5)
- ESSPED 8921 Ethical Issues in Applied Behavior Analysis (3)
- ESSPED 8922 Topics in Early Childhood Special Education (3)
- ESSPED 8200 Basic Behavior Analysis (3)

If you intend to obtain your BCBA certification, you must work with your advisor for the program of study.

Dyslexia & Dysgraphia Concentration
Note: This specialization prepares students for the International Dyslexia Association certifying examination.
**Prerequisites** [Note: These hours do not apply to the total credit hours for the degree]
EDUTL 5468  Reading Foundations (3)
EDUTL 5469  Understanding Phonics & Its Role in Reading Instruction (3)

**Program of Study [18 credits]**
EDUTL 5470 Assessment and Instruction for Struggling Readers (3)

EDUTL 5471  Clinical Practice in Treating Reading Disabilities (3-6)
OR
EDUTL 5471  Clinical Practice in Treating Reading Disabilities (3)
And
ESSPED 5738  Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

ESSPED 5743  Educ. Assessment of Students with Mild/Moderate Disabilities (3)
EDUTL 7430  Phonics, Word Study, and the Complexities of English Orthography (3)
ESSPED 7239  Effective Instruction for Students with Dysgraphia and Other Learning Differences/Disabilities (3)

**Hearing Impairment Intervention Specialist Concentration**
**Note:** This specialization prepares students to obtain the Intervention Specialist License in HI.

**Prerequisites** (Note: These hours do not apply to the total credit hours for the degree).
ESEPSY 5410 or HDFS 2410 or 2420 or
PSYCH 3550 or 3551  Child or Adolescent Development/Learning (3)

EDUTL 5468  Reading Foundations (3)
EDUTL 5469  Understanding Phonics & Its Role in Reading Instruction (3)

**Program of Study [27 credits]**
ESSPED 5734  Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5743  Educational Assessment of Students with Mild/Moderate Disabilities (3)

ESSPED 5557  Language and Children with Disabilities (3)
OR
ESSPED 5722  Communication Skills for Children with Moderate-Intensive Disabilities (3)

ESSPED 6556  Reading for Students with Hearing Disabilities (3)
ESSPED 7550  Advanced Studies in Deafness (3)
ESSPED 5189  Planned Field Experience (4)
ESSPED 5191  Student Teaching (8)

**Orientation and Mobility Concentration (20-23 hours)**
ESSPED 5510  Orientation and Mobility (2)
EDUTL 5507  Visual Processes (3)
ESSPED 6510  O&M Intermediate Seminar (3)
ESSPED 6520  O&M Techniques & Methods I (2)
ESSPED 7189  Advanced Field Placement (2)
## Proposed Curriculum

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<td>ESSPED 5191</td>
<td>Internship</td>
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</tr>
</tbody>
</table>

**Thesis Requirement (3 hours)**

**Thesis Option** *(Consult with faculty advisor)*

ESSPED 7999  Thesis Research: Special Education (minimum 3)

*Note: Student's exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.*
Special Education (EDUCST-MA, SPE)

Specialization leading to Master of Arts in Educational Studies

Prerequisites (6 hours)
The following courses, or their equivalents, are prerequisites for the specialization. See your advisor for scheduling. These hours do not apply to the total credit hours for the degree.

ESSPED 5650  Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
ESSPED 5742  Applied Behavior Analysis for Teachers (3)

Core Requirements (9-10 hours)

Foundations Requirement (3 hours)
ESCFE 6212  American Schools and Society (3)
ESCFE 6250  History of Education (4)
ESCFE 7572  History of Colleges and Universities (3)
ESEPHL 6410  Philosophy of Education (3)

Multicultural and Human Diversity Requirement (3-4 hours)
If an introductory special education course has already been taken, it does not need to be taken again. If it was taken as an undergraduate, students should select one of the other Multicultural and Human Diversity course options.
ESEADM 6360  School and Community Relations (3)
ESHESA 7520  Diversity in Higher Education (3)
ESCFE 7214  An Interpretative History of African American Education: 1700 to 1950 (3)
ESCFE 7215  An Interpretative History of African American Education: 1950 to present (3)
ESCE 7741  Multicultural Issues in Counseling (4)
ESSPED 5650  Introduction to Exceptional Children (3)
EDUTL 5005  Equity and Diversity (3)

Research Requirement (3 hours)
Note: Students in HI or O&M tracks should consult with their advisor re research requirement.

ESSPED 8861  Behavioral Research Methods in Applied Settings (3)

Minimum hours: 34 with thesis

Specialization Requirements (22–27 hours)

Required Courses (4–7 hours)
ESSPED 8832  Advanced Applied Behavior Analysis (3) (only for ABA concentration)
ESSPED 8189  Field Experience in Special Education (4)

Note: Students in the HI licensure track are required to take 4 credits of ESSPED 5189 in lieu of ESSPED 8189. Students in the O&M licensure track are required to take only 2 credits of ESSPED 8189.
Early Intervention Specialist Concentration (18 hours)
ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
ESSPED 5760 Educational Assessment in Early Childhood Special Education (3)
ESSPED 5761 Educational Intervention for Young Children with Disabilities (3)
ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

Moderate to Intensive Intervention Specialist Concentration (18 hours)
ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
ESSPED 5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
ESSPED 5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)
KNPE 5676 Programming for Severe Physical Impairments (3)

Mild to Moderate Intervention Specialist Concentration (18 hrs)
ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)
ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
ESSPED 5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)
ESSPED 5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

Applied Behavior Analysis Concentration (choose at least six, minimum 18 hrs)
ESSPED 5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
ESSPED 5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
ESSPED 5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
ESSPED 5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
ESSPED 5750 Classroom Management (3)
ESSPED 5761 Educational Intervention for Young Children with Disabilities (3)
ESSPED 7830 Urban Education & Precision Teaching (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
ESSPED 8891 Contemporary Issues in Special Education (3)
ESSPED 8916 Behaviorism: Applications and Implications of Skinner’s Works (1.5)
ESSPED 8917 Verbal Behavior (1.5)
ESSPED 8921 Ethical Issues in Applied Behavior Analysis (3)
ESSPED 8922 Topics in Early Childhood Special Education (3)
ESSPED 8200 Basic Behavior Analysis (3)

If you intend to obtain your BCBA certification, you must work with your advisor for the program of study.

Dyslexia & Dysgraphia Concentration
Note: This specialization prepares students for the International Dyslexia Association certifying examination.
Prerequisites [Note: These hours do not apply to the total credit hours for the degree]
EDUTL 5468  Reading Foundations (3)
EDUTL 5469  Understanding Phonics & Its Role in Reading Instruction (3)

Program of Study [18 credits]
EDUTL 5470  Assessment and Instruction for Struggling Readers (3)

EDUTL 5471  Clinical Practice in Treating Reading Disabilities (3-6)
OR
EDUTL 5471  Clinical Practice in Treating Reading Disabilities (3)
And
ESSPED 5738  Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

ESSPED 5743  Educ. Assessment of Students with Mild/Moderate Disabilities (3)
EDUTL 7430  Phonics, Word Study, and the Complexities of English Orthography (3)
ESSPED 7239  Effective Instruction for Students with Dysgraphia and Other Learning Differences/Disabilities (3)

Hearing Impairment Intervention Specialist Concentration
Note: This specialization prepares students to obtain the Intervention Specialist License in HI.

Prerequisites (Note: These hours do not apply to the total credit hours for the degree).
ESEPSY 5410 or HDFS 2410 or 2420 or
PSYCH 3550 or 3551  Child or Adolescent Development/Learning (3)

EDUTL 5468  Reading Foundations (3)
EDUTL 5469  Understanding Phonics & Its Role in Reading Instruction (3)

Program of Study [27 credits]
ESSPED 5734  Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
ESSPED 5743  Educational Assessment of Students with Mild/Moderate Disabilities (3)

ESSPED 5557  Language and Children with Disabilities (3)
OR
ESSPED 5722  Communication Skills for Children with Moderate-Intensive Disabilities (3)

ESSPED 6556  Reading for Students with Hearing Disabilities (3)
ESSPED 7550  Advanced Studies in Deafness (3)
ESSPED 5189  Planned Field Experience (4)
ESSPED 5191  Student Teaching (8)

Orientation and Mobility Concentration (20-23 hours)
ESSPED 5510  Orientation and Mobility (2)
EDUTL 5507  Visual Processes (3)
ESSPED 6510  O&M Intermediate Seminar (3)
ESSPED 6520  O&M Techniques & Methods I (2)
ESSPED 7189  Advanced Field Placement (2)
ESSPED 6511  O&M Advanced Seminar (3)
ESSPED 6521  O&M Advanced Techniques & Methods II (2)
ESSPED 6512  O&M Special Topics Seminar (2)
ESSPED 5191  Internship (4)

**Thesis Requirement (3 hours)**

**Thesis Option** *(Consult with faculty advisor)*
ESSPED 7999  Thesis Research: Special Education (minimum 3)

*Note: Student’s exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.*