

## EDS

## Special Education

### **EDS 301 INITIAL PRACTICUM IN SPECIAL EDUCATION. (2)**

This field-based course is intended to provide opportunities for students to demonstrate their readiness for teaching students with disabilities across grade levels, special education settings, and types of disabilities. This initial practicum will allow you to gain experiences in teaching students with disabilities and apply your course content to a classroom setting. Prereq: You must have successfully completed EDS 375. Additionally, you must be concurrently enrolled in EDS 517, EDS 530, and EDS 570.

### **EDS 357 INITIAL PRACTICUM IN SPECIAL EDUCATION. (1)**

An introductory supervised field experience for special education majors. Students will participate in two special education programs as teacher aides. Placements will include public schools and other agencies serving children with disabilities. May be repeated to a maximum of three credits. Lecture, one hour; field experience, three hours per week. Prereq or concurrent: EDS 375 (may be a co-requisite); restricted to declared majors in Learning and Behavioral Disorders (SELB) and Moderate and Severe Disabilities (SEMS).

### **EDS 375 INTRODUCTION TO EDUCATION OF EXCEPTIONAL CHILDREN. (3)**

An introduction to the various contemporary areas of special education. Topics include special education diagnostic categories, programming, service delivery models, career education, child advocacy and litigation affecting public education for students with disabilities.

### **EDS 395 INDEPENDENT STUDY IN SPECIAL EDUCATION. (1-6)**

An independent study course for undergraduate students with an interest in a specific problem in special education. Offered by appointment.

### **EDS 401 INTERMEDIATE PRACTICUM IN SPECIAL EDUCATION. (3)**

This field-based course is intended to provide opportunities for students to demonstrate their readiness for teaching students with disabilities across grade levels, special education settings, and types of disabilities. This intermediate practicum will allow you to gain experiences in teaching students with disabilities and apply your course content to a classroom setting. Prereq: You must have been admitted to the special education teacher education program (TEP), and successfully completed the EDS 357 and EDS 301. Additionally, you must be enrolled in EDS 528, EDS 549, and EDS 518.

### **EDS 402 ADVANCED PRACTICUM IN SPECIAL EDUCATION. (3)**

This field-based course is intended to provide opportunities for students to demonstrate their readiness for teaching students with disabilities across grade levels, special education settings, and types of disabilities. This advanced practicum will allow you to gain experiences in teaching students with disabilities and apply your course content to a classroom setting. Prereq: You must have successfully completed EDS 375, EDS 301, and EDS 401. Additionally, you must also be enrolled in EDS 529, and EDS 548.

### **EDS 447 STRATEGIES FOR INCLUDING STUDENTS WITH DISABILITIES IN THE ELEMENTARY CLASSROOM. (2)**

This course will focus on inclusion of students with disabilities in all aspects of the elementary classroom. The course will prepare general education elementary teachers to collaborate with special education teachers and other professionals in planning and implementing instruction, behavioral supports, and assessments. Prereq: Elementary Education major, admission to Teacher Education Program, successful completion of EDP 303 and EDC 322, and concurrent enrollment in EDC 433.

### **EDS 459 STUDENT TEACHING IN SPECIAL EDUCATION. (3-12)**

Supervised student teaching experience utilizing the special techniques used in working with individuals with exceptional educational problems such as speech handicaps, physical handicaps, visual impairments, hearing disabilities, neurological impairments (learning disabilities), mental retardation, and the gifted. To be offered only on a pass-fail basis. Prereq: Must complete the published College requirements for admission to student teaching; admission to the Teacher Education Program or permission of instructor.

### **EDS 513 LEGAL ISSUES IN SPECIAL EDUCATION. (3)**

A review of pertinent legislation concerning human and constitutional rights related to persons with disabilities. Teachers' specific responsibilities and liabilities are described and related to current requirements for development of appropriate educational programs. Emphasis is given to how, through active parent participation, teachers can facilitate each student's developmental progress. Prereq: EDS 375 or consent of instructor.

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**EDS 514 INSTRUCTIONAL TECHNOLOGY IN SPECIAL EDUCATION. (3)**

An overview of ways technology can be used to facilitate the education of students with disabilities. Topics include personal computer operation, personal productivity tools, instructional software evaluation and integration into the curriculum, multimedia applications, telecommunications, and emerging technologies. Lecture, three hours; laboratory, two hours per week. Prereq: EDS 375 or EDP 203.

**EDS 516 PRINCIPLES OF BEHAVIOR MANAGEMENT AND INSTRUCTION. (3)**

Basic principles of applied behavior analysis and modification which employ social learning theory and operant conditioning models are taught. Emphasis is placed on designing individualized learning environments, selecting and implementing behavior management strategies, writing behavior objectives, and performing task analyses. Prereq: EDS 375 or permission of the instructor.

**EDS 517 ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION. (3)**

This course is designed to enable students to critically discuss issues relating to the educational, psychosocial, medical, and therapeutic aspects of teaching students with specific cognitive, physical, and sensory disabilities and health impairments. Students will learn to use assistive technology. This will include selecting appropriate adaptive devices/strategies, programming for their use in an educational setting, and identifying professionals who support these selections. The conceptual underpinning of the course is based on the Human Function Model which identifies assistive technologies to assist with the areas of existence; communication; body support, alignment and positioning; travel and mobility; education and transition; environmental adaptation; and sports, recreation, and leisure. Prereq: EDP 203 or EDS 375 or equivalent; or permission of the instructor. Coreq: EDS 301.

**EDS 518 BEHAVIOR MANAGEMENT IN APPLIED SETTINGS. (3)**

Principles of behavior analysis will be used to determine behavioral functions and intervention development for students exhibiting challenging behaviors within the schools. The course will focus on the key tenants of functional behavioral assessments and behavior intervention planning, with special attention to the provisions of indirect services to students. Field experiences are required as part of this course. Coreq: EDS 401 or permission of instructor.

**EDS 522 CHILDREN AND FAMILIES. (3)**

The purpose of this course is to provide students with information related to working with young children with and without disabilities and their families. This course will focus both on presenting new information and providing opportunities for students to practice skills necessary for working with families. (Same as IEC 522.)

**EDS 526 INTRODUCTION TO SPECIAL EDUCATION ASSESSMENT AND PROGRAM PLANNING. (3)**

This course provides an introduction to the procedures used in determining special education eligibility and subsequent program planning for students with disabilities. Emphasis is placed on understanding various assessment processes, instruments, norm-referenced and curriculum-based scores, and individualized educational program planning. Prereq: EDS 375, EDS 513, and EDS 516.

**\*EDS 528 READING AND LANGUAGE ARTS ASSESSMENT AND METHODS FOR STUDENTS WITH MILD TO MODERATE DISABILITIES. (3)**

EDS 528 focuses on designing, implementing, and evaluating individualized reading and language arts programs based on the educational characteristics of children with learning and behavior disorders in elementary and secondary school. This course also addresses the procedures needed for assessing the educationally relevant strengths and weakness in reading and language arts using informal and formal evaluation measures. Prereq: Admission to Teacher Education Program, EDS 570, EDS 516, and/or permission of the instructor. Coreq: EDS 401.

**\*EDS 529 MATHEMATICS ASSESSMENT AND METHODS FOR STUDENTS WITH MILD TO MODERATE DISABILITIES. (3)**

EDS 529 focuses on designing, implementing, and evaluating individualized mathematics programs based on the educational characteristics of children with learning and behavior disorders in elementary and secondary school. This course also addresses the procedures needed for assessing the educationally relevant strengths and weakness in mathematics using informal and formal evaluation measures. Prereq: Admission to Teacher Education Program, EDS 528, EDS 570, EDS 516, and/or permission of the instructor. Coreq: Students must also be concurrently enrolled in EDS 402.

**EDS 530 MODERATE AND SEVERE DISABILITIES. (3)**

Special education issues with individuals exhibiting moderate to severe intellectual and developmental disabilities. A critical examination of contemporary research with regard to the educational, behavioral, developmental issues of individuals exhibiting moderate to severe intellectual and developmental disabilities. Issues and research describing the full educational inclusion and community integration of persons with moderate to severe intellectual and developmental disabilities will be addressed. Lecture, three hours. Prereq: Junior or graduate student status. Coreq: Should occur concurrently with EDS 301; or permission of instructor.

**EDS 546 TRANSDISCIPLINARY SERVICES FOR STUDENTS WITH DISABILITIES: TRANSITION. (3)**

This course is designed as an examination of the critical issues of transition from school to work and post-secondary education for students with disabilities. As such, this course is appropriate for both graduate students in special education and those in rehabilitation counseling. Given the increasing numbers of students with disabilities, including intellectual disabilities, who are attending post-secondary education programs, this course will provide equal emphases to work and post-secondary education, as well as to other critical life domains (community living, recreations, social networks, financial and legal issues involved in transition). Finally, this course will address the broad spectrum of youths and young adults with disabilities – including students with the most significant disabilities, as well as students with more mild disabilities. Prereq: EDS 375 or permission of instructor.

**EDS 547 COLLABORATION AND INCLUSION IN SCHOOL AND COMMUNITY SETTINGS. (3)**

This course will focus on inclusion of students with moderate to severe disabilities in all aspects of school and community life, with special consideration given to the individual student planning variables that must be addressed in meeting the needs of each school-age student and for preparing students to function as fully and independently in their communities as possible. The course is designed to meet the needs of those pursuing certification in Moderate and Severe Disabilities and pursuing degrees in Elementary and Secondary Education, Vocational Rehabilitation, School Psychology, Social Work, Physical Therapy, Communication Disorders, and related disciplines. Prereq: Consent of instructor. (Same as RC 547.)

**EDS 548 CURRICULUM DESIGN FOR STUDENTS WITH MODERATE AND SEVERE DISABILITIES. (3)**

This course is designed to expand student’s knowledge and skills in administering, interpreting, and utilizing a variety of assessment instruments and procedures (standardized and informal) for the purpose of program planning specifically for students with moderate and severe disabilities. Students will learn about transdisciplinary assessment processes and how to facilitate collaboration between the various related service providers when assessing students. Students will use assessment results to plan individualized instruction for students using a transdisciplinary model. Prereq: Admission to Teacher Education Program, EDS 516, EDS 530, or permission of the instructor; coreq: students enrolled in this course must also be concurrently enrolled in EDS 402.

**EDS 549 METHODS FOR STUDENTS WITH MODERATE AND SEVERE DISABILITIES. (3)**

This course is designed to introduce students to instructional strategies typically used with students classified with moderate and severe disabilities. Throughout the semester, course participants will be presented with information on how to organize and present instruction to students with moderate to severe disabilities across environments. The implementation of these skills is assessed through written products and classroom performance in school settings. Class meetings are two and one half-hours per week. Prereq: Admission to Teacher Education Program, EDS 516. Coreq: Occurs concurrently with EDS 401; or, permission of instructor.

**EDS 550 STUDENT TEACHING: SPECIAL EDUCATION. (12)**

Supervised student teaching in a classroom for students with disabilities utilizing contemporary curricula, assessments, methods, and materials designed for use with children exhibiting moderate severe developmental or intellectual disabilities and learning and behavior disorders. Student teachers are required to demonstrate attainment of the Kentucky Teacher Standards. Student teachers will be evaluated on these competencies by the university supervisor and the supervising classroom teacher throughout the student teaching placement. EDS 550 is offered on a letter grade basis only. Prereq: Published University, College and Departmental requirements (see appropriate section of the most recent UK *Bulletin*) for admission to student teaching; admission to the Teacher Education Program or permission of instructor. Successful completion of all EDS Core Moderate/Severe Disabilities (MSD) and Learning and Behavior Disorders (LBD) Certification Area course work. EDS 550 is the final certification requirement in the special education teacher undergraduate program. Prior to entering this course, the special education major will have successfully completed all MSD and LBD Area and EDS CORE practica in a variety of learning environments serving the needs of children exhibiting moderate to severe intellectual or developmental disabilities and learning and behavior disorders.

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### **EDS 558 ISSUES IN SPECIAL EDUCATION.**

**(1-9)**

In-depth study of a current and topical problem or issue in the education of exceptional children and youth. May be repeated to a maximum of nine credits. A title is assigned each time the course is offered.

### **EDS 570 CHARACTERISTICS OF LEARNING AND BEHAVIORAL DISABILITIES.**

**(3)**

The learning and behavioral problems of exceptional children and youth are considered in the context of normal child development. A survey of the major categories of learning and behavioral disabilities including identification, description and etiology, with material drawn from clinical, theoretical, and research sources. Approaches to remediation cover both community resources and the roles of various professional personnel. Prereq: EDS 375 or equivalent. Coreq: This course will be taken concurrently with EDS 301; or, permission of instructor.

### **EDS 580 INTRODUCTION TO VISUAL IMPAIRMENTS.**

**(3)**

This course will provide an introduction to the educational programs and services for students with blindness and visual impairments. Content of this course will focus on the historical foundation of the field, the developmental and psychosocial aspects of individuals with visual impairments, an overview of legislation, influential agencies, and service delivery methods. The impact of vision loss on early childhood development will also be covered. This course requires one weekend at the Kentucky School for the Blind in Louisville. Prereq: Admission to the Teacher Preparation Program in Visual Impairments or instructor permission required.

### **EDS 581 METHODS FOR TEACHING STUDENTS WITH VISUAL IMPAIRMENTS.**

**(3)**

This course is designed to examine how to teach and modify the core curriculum for students who are blind or visually impaired. Topics will include: adaptation of general education classroom materials, IEP development and implementation, lesson planning, and braille literacy. Prospective teachers will develop organization skills and strategies necessary to be efficient in delivery of services as a teacher of the visually impaired. This course requires one weekend at the Kentucky School for the Blind in Louisville as well as attendance at the Kentucky AER Conference. Prereq: Admission to the Teacher Preparation Program in Visual Impairments and successful completion of EDS 580 or instructor permission.

### **EDS 582 ANATOMY AND PHYSIOLOGY OF THE EYE.**

**(3)**

This course will cover the anatomy and physiology of the eye, including visual development. Causes of ocular and neurological visual impairment will be addressed, treatments, and their impact on learning. Course topics will include optics, low vision devices and services, environmental adaptations, and interpreting eye reports. Learners will have the opportunity to directly observe a low vision evaluation and will learn the components of a functional vision assessment. This course requires one weekend at the Kentucky School for the Blind in Louisville. Prereq: Admission to the Teacher Preparation Program in Visual Impairments or instructor permission required.

### **EDS 583 BRAILLE CODES I.**

**(3)**

This course is designed to teach the literary braille code. Students will become proficient in transcribing both uncontracted and contracted braille utilizing a Perkins Braille, slate and stylus, and six-key entry computer software with proper formatting. Students will also learn appropriate techniques for reading braille both tactually and visually. In addition, the history of the braille code will be covered as well as current resources. This course requires one weekend at the Kentucky School for the Blind in Louisville. Prereq: Admission to the Teacher Preparation Program in Visual Impairments or instructor permission.

### **EDS 584 BRAILLE CODES II.**

**(3)**

This course studies braille codes with a special emphasis on the Nemeth Code (Braille Mathematics). Other codes covered are music, foreign language (French, German, and Spanish), and computer braille. Braille formats will also be taught, including how to correctly transcribe and format materials for braille users, including preparing worksheets and tests for students. Competency in using the Cranmer Abacus will also be mastered. This course requires one weekend at the Kentucky School for the Blind in Louisville. Prereq: Admission to the Teacher Preparation Program in Visual Impairments or instructor permission.

**EDS 585 ASSISTIVE TECHNOLOGY FOR STUDENTS WITH VISUAL IMPAIRMENTS. (3)**

This course introduces a wide variety of technologies for people who are blind or visually impaired. Students will learn about Universal Design for Learning (UDL) as it relates to technology, as well as proprietary software and hardware. Technologies covered include, but are not limited to: Screen readers, screen magnification, electronic note takers, refreshable braille displays, braille translation programs, magnification hardware, scanning and OCR programs, and accessible digital book options. A wide variety of computers, tablets, and smart phone options will be explored. Instructional strategies for teaching technology skills will be emphasized. In-state students are required to attend class at the Kentucky School for the Blind in Louisville and will need to choose the section of the course related to the off-site campus. Out-of-state students will take the course online and should register for the distance learning section. Prereq: Admission to the Teacher Preparation Program in Visual Impairments or instructor permission.

**EDS 586 EXPANDED CORE CURRICULUM FOR BLIND AND VISUALLY IMPAIRED. (3)**

The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique needs. This course will explore all nine areas of the ECC including: compensatory or functional academic skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, sensory efficiency skills and self-determination. Participants will have the opportunity to observe and work with students in a summer program and teach skills from the ECC. In-state students are required to attend class at the Kentucky School for the Blind in Louisville as well as complete practicum hours at various locations throughout the state. In-state students will need to choose the section of the course related to the off-site campus. Out-of-state students will take the course online and should register for the distance learning section. Prereq: Admission to the Teacher Preparation Program in Visual Impairments or instructor permission.

**EDS 587 VISUAL IMPAIRMENTS AND MULTIPLE DISABILITIES. (3)**

This course is designed to provide students with knowledge and skills necessary to design and implement programs for persons who have visual impairments and additional disabilities. Topics include assistive technology, augmentative and alternative communication, literacy instruction, sensory processing, adaptive behavior, and self-help skills. An emphasis will be placed on adaptations that enhance functioning for persons with developmental delays, autism, medical conditions, deaf-blindness, communication disorders, and those with common syndromes and eye disorders related to multiple disabilities. This course requires a weekend at the Kentucky School for the Blind in Louisville. Prereq: Admission to the Teacher Preparation Program in Visual Impairments or instructor permission.

**EDS 588 ASSESSMENT OF STUDENTS WITH VISUAL IMPAIRMENTS. (3)**

This course covers various types of assessments used to evaluate students who are blind or visually impaired. Participants will discuss testing and assessment including the development of standardized tests and their applicability for individuals with visual impairments, as well as alternate assessments. Students will practice assessing and planning educational programs for students with visual impairments by completing a Functional Vision/Learning Media Assessment, as well as assessments in assistive technology and the Expanded Core Curriculum. This course is designed to be taken in conjunction with student teaching/internship in visual impairments. This course requires a weekend at the Kentucky School for the Blind in Louisville. Prereq: Admission to the Teacher Preparation Program in Visual Impairments or instructor permission.

**EDS 589 FIELD EXPERIENCES: MILD DISABILITIES. (3)**

Supervised pre-student teaching experiences with children having learning and behavioral disabilities, including practica experience with public school students in at least two different special education sites. Approximately two hours lecture-discussion and two three-hour observations and/or practica per week. Prereq: EDS 513, 516, admission to the Teacher Education Program; or consent of instructor. Prereq. or concur: EDS 528. Must take EDS 529 concurrently. Must not take concurrently with the Middle School methods block (EDS 330, EDS 343, and two methods classes).

**EDS 590 STUDENT TEACHING/FIELD EXPERIENCE IN VISUAL IMPAIRMENTS. (3-12)**

This is a supervised student teaching/field experience working with children, preschool through graduation age, who are blind or visually impaired. Candidates will apply best practices for working with children who are blind or have low vision, including those with additional disabilities. Successful completion of this course will demonstrate the candidate's ability to apply methods of teaching that include assessment, program planning and implementation, appropriate environmental and academic modifications, and instruction in the Expanded Core Curriculum. Candidates will also have to demonstrate appropriate classroom and/or caseload management strategies based on their placement. Prereq: Successful completion of EDS 580, 581, 582, 583, 584, 585, 586, and 587 or instructor permission.

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**EDS 600 SURVEY OF SPECIAL EDUCATION. (3)**

A survey of current status of the field of special education. Emphasis is on analysis of the major research literature pertaining to exceptional children and their education. Prereq: Graduate standing.

**EDS 601 APPLIED BEHAVIORAL ANALYSIS. (3)**

The focus of this course is on the technology of applied behavior analysis, including the functional analysis of children's behavior and the development, implementation, evaluation of behavior management programs with children and youth. Prereq: Completion of EDS 516 or equivalent, with a grade of "B" or better.

**EDS 602 ADMINISTRATION AND PROGRAMS IN SPECIAL EDUCATION. (3)**

The organization, management and supervision of programs for exceptional children at the local, state and national levels. Roles and functions of the special education administrator are considered. Experiences drawn from special residential, private and public day schools are studied. Prereq: Certification in special education; six hours of course work in educational administration and supervision.

**EDS 603 BEHAVIORAL CONSULTATION IN THE SCHOOLS. (3)**

Principles and techniques of behavioral consulting with classroom teachers and other school personnel, with particular focus on supporting handicapped children in mainstream education programs. The consultant's role in providing indirect service to children, through inservice teacher training and consultation, is emphasized. Lecture, two hours; laboratory, two hours. Prereq: EDS 601, or equivalent; EDP 671 (may be taken concurrently); or permission of instructor.

**EDS 604 SPECIAL EDUCATION FOR SECONDARY EDUCATION. (1)**

This course is designed for secondary teachers who encounter students who require special education services. As such, it is intended to provide an in-depth examination of issues in the education of individuals with disabilities. The course is organized in a seminar format with the intent of creating a dialogue among the participants and the instructors. Emphasis will be placed on the development of concepts and the acquisition of a body of knowledge, which relate to issues, processes and procedures to facilitate the inclusion of all student and collaboration across disciplines. The course takes a broad view of inclusion in all aspects of school and community life. Special consideration is given to the individual student planning variables that must be addressed in meeting the needs of each school-age student with a disability in a variety of integrated school and community settings. Prereq: Admission to the M.A. in Education – Secondary with Initial Certification.

**EDS 605 PRACTICAL APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS. (3)**

In this course students will expand their understanding of Applied Behavior Analysis (ABA) by learning how to design and evaluate behaviorally based programs that address academic (e.g., learning to learn), adaptive (e.g., self-care), communication (e.g., naturalistic strategies; verbal behavior), social (e.g., initiations), and other related skills (e.g., imitation; self-management) in persons with or at-risk for disabilities and provide training and feedback when working with families and professionals. In addition, students will receive training on writing and modifying behavior intervention plans, with an emphasis on conducting functional analyses. Prereq: EDS 601 (or equivalent); EDS 630 recommended.

**EDS 610 ADVANCED EDUCATIONAL ASSESSMENT FOR STUDENTS WITH MILD DISABILITIES. (3)**

This course examines factors that contribute to the reliable and valid measurement and diagnosis of students with mild disabilities. Emphasis is placed on evaluating standardized, norm-referenced instruments according to their technical characteristics and merits, developing curriculum-based measures for classroom use, and critiquing emerging systems of determining eligibility for special education Prereq: EDS 528 or consent of instructor.

**EDS 611 CONTEMPORARY TRENDS AND ISSUES IN THE EDUCATION OF STUDENTS WITH MILD DISABILITIES. (3)**

This course examines trends and issues in the education of students with mild disabilities (e.g., learning disabilities, mild cognitive disability, ADHD, and emotional/behavioral disabilities). The professional literature is examined to identify emerging methods of effective instruction as well as points of controversy in identification, placement, and service. Prereq: EDS 529 and EDS 610 or consent of instructor.

**EDS 612 ADVANCED PRACTICUM: SPECIAL EDUCATION. (1-6)**

Intensive clinical experience with exceptional children in day and residential schools, hospitals and private agencies. Students engage in prescriptive teaching with persons with disabilities in individualized, small group and special class settings. Laboratory, 6-12 hours per week. Prereq: Graduate Standing; major in Special Education, Applied Behavior Analysis, or permission of the instructor.

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**EDS 613 LEGAL AND PARENTAL ISSUES SCHOOL ADMINISTRATION. (3)**

This course is designed as a required course for certification in the school administration program or elective in graduate or post baccalaureate degree. Essential course questions will emphasize the delivery of a free and appropriate public education for children with disabilities within a practical application format that is accessible and useful to educational professionals. In addition, the course will consider the implications of federal requirements in state and local policy. Particular attention will be given to leadership within an educational reform environment as well as the legal and programmatic implications for children with disabilities and their families. Finally, the course will model appropriate ways in which educational professionals working with families can maximize educational results for children with and without disabilities. Prereq: Be admitted to an Administrator preparation program, or received permission of instructor. (Same as RC 613.)

**EDS 614 PROFESSIONAL ETHICS IN BEHAVIOR ANALYSIS I. (1)**

This 1-credit hour course is part of a three-course sequence designed to address ethical, behavioral, and professional conduct for behavior analysts. This course will address content related to the BACB Disciplinary and Ethical Standards and Disciplinary Procedures, as well as the Guidelines for Responsible Conduct for Behavior Analysts. This course prepares students to apply for the Board Certified Behavior Analyst exam. (Must be taken as Co-Requisite to EDS 612: Practicum in Special Education). Prereq: Entrance into the Board Certified Behavior Analyst program, Master's in Applied Behavior Analysis program or permission of instructor.

**EDS 615 PROFESSIONAL ETHICS IN BEHAVIOR ANALYSIS II. (1)**

This 1-credit hour course is part of a three-course sequence designed to address ethical, behavioral, and professional conduct for behavior analysts. This course will address content related to the BACB Disciplinary and Ethical Standards and Disciplinary Procedures, as well as the Guidelines for Responsible Conduct for Behavior Analysts. This course prepares students to apply for the Board Certified Behavior Analyst exam. (Must be taken as Co-Requisite to EDS 612: Practicum in Special Education). Prereq: Entrance into the Board Certified Behavior Analyst program, Master's in Applied Behavior Analysis program or permission of instructor.

**EDS 616 PROFESSIONAL ETHICS IN BEHAVIOR ANALYSIS III. (1)**

This 1-credit hour course is part of a three-course sequence designed to address ethical, behavioral, and professional conduct for behavior analysts. This course will address content related to the BACB Disciplinary and Ethical Standards and Disciplinary Procedures, as well as the Guidelines for Responsible Conduct for Behavior Analysts. This course prepares students to apply for the Board Certified Behavior Analyst exam. (Must be taken as Co-Requisite to EDS 612: Practicum in Special Education). Prereq: Entrance into the Board Certified Behavior Analyst program, Master's in Applied Behavior Analysis program or permission of instructor.

**EDS 630 ADVANCED METHODS FOR TEACHING STUDENTS WITH DISABILITIES. (3)**

An intensive study of the principles and procedures used in programming learning activities for students with disabilities, including those with autism spectrum disorders. Topical areas include the acquisition of stimulus control and programming for the generalization and maintenance skills. Lecture, three hours. Prereq: EDS 601 and consent of instructor.

**EDS 631 ADVANCED PROGRAMMING FOR STUDENTS WITH MODERATE AND SEVERE DISABILITIES. (3)**

Intensive review of instructional programs designed for use with students with moderate and severe disabilities, including autism spectrum disorders. Emphasis is on leadership in assessment and developing individual education programs for students. Lecture, three hours. Prereq: Consent of instructor.

**EDS 632 ADVANCED PRACTICUM: MODERATE AND SEVERE DISABILITIES. (1-12)**

Intensive educational experience with students with moderate and severe disabilities in educational, residential and hospital settings. Site and practicum responsibilities will be based on students' competencies and area of interest. May be repeated to a maximum of 21 credits. While enrolled in this course, students will be required to apply for the Teacher Education Program. Prereq: Admission to the Master's program in Special Education or permission of the instructor.

**EDS 633 SINGLE SUBJECT RESEARCH DESIGN. (3)**

Principles and methods in designing single subject research, including those involving students with disabilities. Students will be required to design a research proposal. Prereq: EDS 601 or 630 or consent of instructor.

### **EDS 634 LEADERSHIP IN SPECIAL EDUCATION. (3)**

Students will select from a variety of options that demonstrate leadership in the field of education. Between the course instructor and each student's master's committee, students will complete a variety of activities and experiences that will assist them in completing the capstone requirement. Prereq: EDS 601, 630, 633.

### **EDS 640 ADVANCED ASSISTIVE TECHNOLOGY. (3)**

An advanced study of assistive technology devices and services for individuals with learning, cognitive, physical, and sensory disabilities. The course includes lecture, hands-on experiences, and discussions of current trends and issues in assistive technology consideration and implementation for teachers, families, and administrators. Prereq: EDS 600 or equivalent or permission of instructor.

### **EDS 641 ASSISTIVE TECHNOLOGY ASSESSMENT. (3)**

A study in the evaluation of students with learning, cognitive, physical, and sensory disabilities for assistive technology devices and services. Students implement data-based assistive technology decisions for students with disabilities, locate assistive technologies through a variety of sources, and develop assistive technology implementation plans for individuals with disabilities. Prereq: EDS 640, or permission of instructor.

### **EDS 645 HYPERMEDIA DEVELOPMENT FOR SPECIAL EDUCATION. (3)**

Students will study ways that hypermedia/multimedia can be developed for use in special education programs. Students will examine how theories of human learning and principles of universal design provide a foundation for designing instructional programs that meet the unique needs of all students. Topics will include theories of human learning, principles of universal design, hypermedia/multimedia concepts, interface design guidelines, computer graphics programs, digital scanning of images, accessible text, sound effects, use of digital movies, and multimedia authoring tools. Prereq: EDS 514 and EDS 600, or permission of instructor.

### **EDS 647 SEMINAR IN SPECIAL EDUCATION TECHNOLOGY (Variable topic). (1-3)**

A topical seminar on technology applications in special education. Seminars will address different topics of timely interest, current issues, and various approaches to providing assistive technology and instructional technology services for people with disabilities. Prereq: EDS 514 and EDS 600, or permission of instructor.

### **EDS 648 COORDINATING ASSISTIVE TECHNOLOGY PROGRAMS. (3)**

Students will study procedures for planning and implementing assistive technology programs in schools. Topics will include use of planning models, philosophy and mission development, generating program goals and objectives, procedures for preparing strategic plans, establishing policies and procedures, identifying resource requirements, managing program implementation, evaluation of program effectiveness, and preparation of proposals for funding. Prereq: EDS 640 and EDS 641 or permission of instructor.

### **EDS 649 ADVANCED PRACTICUM: SPECIAL EDUCATION TECHNOLOGY. (1-9)**

Students will engage in supervised practicum activities associated with the delivery of technology services to individuals with disabilities. Practicum settings may include schools, rehabilitation agencies, clinics, hospitals, technology resource centers, administrative offices, and other facilities involved in the development or delivery of technology services. May be repeated to a maximum of nine credits. Prereq: EDS 514 and EDS 600, or permission of instructor.

### **EDS 650 INITIAL CERTIFICATION ADVANCED PRACTICUM IN MODERATE AND SEVERE DISABILITIES. (6)**

Supervised practicum experience in a classroom for students with moderate/severe disabilities utilizing contemporary curricula, assessments, methods, and materials designed for use with children exhibiting moderate-severe developmental or intellectual disabilities. This course is designed as an advanced practicum for students in the MSD program who are pursuing an initial certification at the graduate level. Practicum students will be evaluated on these competencies by the university supervisor throughout the semester. EDS 650 is offered on a letter grade basis only. Prereq: Published University, College and Departmental requirements (see appropriate section of the most recent UK Bulletin) admission to the Teacher Education Program or permission of instructor. Successful completion of all EDS Core and Moderate/Severe Disabilities (MSD) Certification Area course work. EDS 650 is the final certification requirement for students obtaining initial certification at the graduate level. Prior to entering this course, the MSD major will have successfully completed all MSD Area and EDS CORE practica serving the needs of children exhibiting moderate to severe intellectual or developmental disabilities. Students in this course will complete their assignments while working full time in a classroom for students with MSD.



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**EDS 651 DISTANCE EDUCATION: DELIVERY. (3)**

This course has been designed for those faculty or future faculty who plan to teach via distance education technology. This course will review current literature on how to deliver distance education content with attention to developing materials, setting delivery timelines, facilitating interactions, and using appropriate teaching strategies. Prereq: Master's degree.

**EDS 652 DISTANCE EDUCATION: MANAGEMENT AND SUPPORT. (3)**

This course has been designed for those faculty or future faculty who plan to manage or direct programs delivered through distance education technology. The course will focus on current issues and challenges in distance education administration, including such topics as provision of quality support services; policy issues at the local, state, national, and international level; model administrative structures; instruction and technology funding; and virtual institutions. Prereq: Master's degree. (Same as CI 652.)

**EDS 660 OVERVIEW OF CHARACTERISTICS AND INSTRUCTIONAL STRATEGIES FOR INDIVIDUALS WITH ASD. (3)**

This course introduces students to the characteristics, classification systems, etiology and research, screening and assessment strategies/issues, approaches, and research-based interventions related to individuals with autism spectrum disorders. Practical classroom strategies, such as visual strategies and environmental arrangements will also be reviewed. The primary goal of the course is to provide students with a foundational knowledge of the strengths and needs characteristic of individuals with ASD, as well as to provide students with a comprehensive array of research-based instructional approaches for individuals with ASD, and to provide the criteria for determining which approach to use. Prereq: EDS 601.

**EDS 661 ADVANCED INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH ASD. (3)**

This course builds on topics previously learned in EDS 660. Teachers will learn to critically analyze current trends, issues, and therapies used with individuals with ASDs. Practical classroom strategies detailing what to teach based on assessment results, how to use data-based decisions to guide instruction, and an overview of alignment to state standards based on alternate assessments will also be reviewed. The primary goal of the course is to provide teachers with a comprehensive array of practical research-based instructional approaches for individuals with ASDs, criteria for determining which approaches to use, and planning for access to the general education curriculum for all students across the spectrum. Completion of this course sequence (in combination with EDS 660, EDS 662, and EDP 671) will prepare teachers for applications in the ASD Institute (EDS 663). Prereq: EDS 601 and EDS 660.

**EDS 662 COMMUNICATION, AAC, AND TECHNOLOGY FOR INDIVIDUALS WITH AUTISM SPECTRUM DISORDERS. (3)**

This course prepares persons who will be serving individuals with ASD. The focus of the course is on developing communication in this population, exploring augmentative and alternative communication devices, and using technology to teach individuals with ASD. The course will provide information on (a) typical language development, (b) characteristics of persons with autism and their unique communication needs, (c) assessment of communication needs, (d) development of communication goals, (e) development and delivery of effective strategies for teaching communication, and (f) use of technology to teach individuals with ASD. The objectives of this course are designed to provide students with a comprehensive knowledge of the communication characteristics of persons with autism, the state-of-the-art techniques in providing communication services for this population, and research-based strategies utilizing technology in teaching individuals with ASD. This course will be taught jointly by the Department of Special Education & Rehabilitation Counseling and the Department of Communication Sciences and Disorders. Prereq: EDS 601, EDS 661, EDS 662. (Same as CSD 649.)

**EDS 663 SERVING INDIVIDUALS WITH ASD INSTITUTE. (3)**

Students will connect content knowledge with skills from courses taken in the Autism Certificate courses (EDS 660, EDS 661, EDS 662, and EDP 671). Students will demonstrate skills in areas such as implementing research-based strategies and/or behavior supports, collaborating for planning and delivery of instruction, working with diverse families and service providers, and evaluating appropriate technologies based on student needs. Students will demonstrate proficiency via role-play, case studies, video examples, and/or direct observation of individuals with ASD. Students will have an opportunity to learn from one another and experts in the field in a face-to-face format. Prereq: EDS 601 and EDS 660, EDS 661, EDS 662, EDP 671.

**EDS 701 SEMINAR FOR EDSRC LEADERSHIP PERSONNEL. (1)**

Study of issues and topics affecting the preparation of Rehabilitation Counseling, Special Education, and Early Childhood personnel and of research issues involving persons with disabilities and educational and rehabilitation programs. May be repeated to a maximum of six credits. Lecture, two hours per week. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as IEC/RC 701.)

## EDS

## Special Education

**EDS 710 SEMINAR IN MILD DISABILITIES. (3)**

Advanced study of issues related to mild disabilities in children, including etiology, assessment, intervention, theories, and contemporary research findings. Prereq: Admission to Ed.S. or Ed.D. program in Special Education or consent of instructor.

**EDS 711 SEMINAR IN MODERATE AND SEVERE DISABILITIES. (3)**

Advanced study of issues related to moderate and severe disabilities, including problems of identification and assessment, program alternatives, curricula, theories, and contemporary research findings. Prereq: Admission to Ed.S. or Ed.D. program in Special Education or consent of instructor.

**EDS 712 SEMINAR IN EDSRC PROFESSIONAL SERVICES. (3)**

Education and Rehabilitation professional services including consultation, technical assistance, continuing education programs, professional organization development, committee and advisory board involvement, professional writing and editing, leadership training, and funding proposal development. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as IEC/RC 712.)

**EDS 713 DESIGNING CLASSROOM-BASED INTERVENTION RESEARCH IN SPECIAL EDUCATION. (3)**

The purpose of this course is to acquaint students with methods for designing and conducting experimental and quasi-experimental intervention studies in school-based settings. Students will have the opportunity to conceptualize a study based on their interests and propose procedures for implementing it. Although knowledge of basic statistics would increase understanding, the substance of the course focuses primarily on designing studies that test for the presence of a distinct cause-and-effect relationship between variables.

**EDS 720 SEMINAR IN EDSRC TEACHER PREPARATION. (3)**

Rehabilitation Counseling and Special Education college/university professor preparation, including syllabus development, organization of class presentations, instructional alternatives, scheduling, student assessment, professor-student interactions, student advising, resource identification and utilization and program evaluation. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as IEC/RC 720.)

**EDS 721 PRACTICUM IN EDSRC PERSONNEL PREPARATION. (1-9)**

Professional preparation of Rehabilitation Counselors or Special Education Teachers, including practice in delivering lectures, conducting class discussions, leading seminars, directing independent studies, guiding student research projects, demonstrating instructional methods and materials, supervising rehabilitation counselors or special education student teachers, and advising. Laboratory, three-nine hours. May be repeated to a maximum of nine credits. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as IEC/RC 721.)

**EDS 730 SEMINAR IN SPECIAL EDUCATION ADMINISTRATION. (3)**

Administration of special education programs at the local and state levels. Emphasis is on program planning, staffing, fiscal management and program evaluation. Prereq: EDS 602 and admission to the Ed.S. or Ed.D. program in special education or consent of instructor.

**EDS 731 ADVANCED PRACTICUM: SPECIAL EDUCATION ADMINISTRATION. (1-9)**

Supervised practicum experiences related to the administration of special education programs at the local and state levels, and project management, including staff management and development, program planning, evaluation, fiscal management, organization, reporting, communications, and coordination. Laboratory, three-nine hours. May be repeated to a maximum of nine credits. Prereq: Admission to the Ed.S. or Ed.D. program in special education administration or in certification program for special education administrators.

**EDS 748 MASTER'S THESIS RESEARCH. (0)**

Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. Prereq: All course work toward the degree must be completed.

**EDS 749 DISSERTATION RESEARCH. (0)**

Half-time to full-time work on dissertation. May be repeated to a maximum of six semesters. Prereq: Registration for two full-time semesters of 769 residence credit following the successful completion of the qualifying exams.

**EDS 767 DISSERTATION RESIDENCY CREDIT. (2)**

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as IEC/RC 767.)

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**EDS**

**Special Education**

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**EDS 768 RESIDENCE CREDIT FOR THE MASTER'S DEGREE. (1-6)**

May be repeated to a maximum of 12 hours.

**EDS 769 RESIDENCE FOR THE DOCTORAL DEGREE. (0-12)**

May be repeated indefinitely.

**EDS 779 SEMINAR IN SPECIAL EDUCATION (Variable topic). (1-3)**

Study of philosophy, principles, trends and research in education of exceptional children. Students will carry on an extensive study of a problem dealing with education of the exceptional child. May be repeated to a maximum of nine credits.

**EDS 789 INDEPENDENT STUDY IN EARLY CHILDHOOD/SPECIAL EDUCATION/  
REHABILITATION COUNSELING RESEARCH. (1-6)**

An independent study supervised research course for advanced graduate students in Rehabilitation Counseling, Special Education, or Early Childhood with an interest in a specific research problem. Class hours determined with supervising instructor. Note: For Rehabilitation Counseling doctoral students this course will satisfy CACREP internship requirements in the Research core area. Additional internship in 2 additional core areas are also required. Prereq: Admission to EDSRC Doctoral Program or approval of instructor. (Same as RC 789.)