

# SPECIAL EDUCATION (SPE)

## **SPE 160 Intro to Special Edu w/Field (3 credits)**

This introductory course introduces and explores supporting children with disabilities in schools. Students will be provided with an overview of Special Education with an emphasis on historical and emerging perspectives. Topics to be examined will include types and natures of exceptionalities; accessibility; legal and ethical responsibilities of teachers; least restrictive environment; and the inclusion of children with exceptionalities in schools and communities.

*Attributes:* CCC: Mission: Ethics Social Justice, GEP: Ethics Intensive, Undergraduate

## **SPE 170 Special Topics (3 credits)**

Topics will vary according to the semester in which the class is offered.

*Attributes:* Undergraduate

## **SPE 205 Inclusive Classrooms w/ Field (3 credits)**

The focus of this course is on the developing of skills for effective inclusive classroom management and creating classroom climates conducive to student achievement in PreK-12 classrooms. It provides coverage of a variety of discipline models to aid candidates in building systems and conceptual models of classroom management based on their underlying theories. This course emphasizes: (a) activities promoting positive behavioral supports, including school wide, classroom, and individual supports, (b) increasing student motivation and academic engagement through effective pedagogical practices, (c) establishing cooperative classroom routines, procedures, and practices, (d) organizing the environment, (e) effective instructional planning, and (f) measuring and reporting progress.

*Prerequisites:* SPE 160

*Attributes:* Undergraduate

## **SPE 270 Special Topics (3 credits)**

Topics will vary according to the semester in which the class is offered.

*Attributes:* Undergraduate

## **SPE 320 Progress Monitoring w/ Field (3 credits)**

This course will provide an in-depth presentation of the complex issues of assessment at all levels of educational settings. The content of this course will provide students with an in-depth review of informal evaluation procedures and classroom-based data collection strategies. Focus will include academic, affective, adaptive, functioning, fine motor, and environmental measures. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques and include an examination of evaluation procedures in the area of transition planning.

*Prerequisites:* SPE 160

*Attributes:* Undergraduate

## **SPE 329 High Incid Disabil w/Field (3 credits)**

This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning and programmatic organization of instruction for children with learning problems. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students' needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; practices and procedures validated for specific characteristics of learners and settings; prevention and intervention strategies from multiple theoretical approaches for individuals at-risk for academic or behavioral failure; systematic implementation of instructional variables; and systems management necessary for effective instruction of children with disabilities. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements, and concepts and teaching practices related to the development and implementation of effective instructional programs for students with high incidence disabilities. Candidates will develop effective, evidence-based instructional strategies for all levels of support (PK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania's Standards Aligned Systems (<http://www.pdesas.org>). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content. In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

*Prerequisites:* SPE 160

*Attributes:* Faith Justice Course, Undergraduate

## **SPE 339 Low Incid Disabil w/Field (3 credits)**

This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curricula. This includes research validated instructional strategies, adaptive and assistive technologies including augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. The course reviews behaviorally-based educational models for students with autism and other moderate and severe disabilities, and presents methods aimed at enhancing functional skill development in major life domains, with emphasis on community-based training and self-determination. In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes across academic transitions. at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success.

*Prerequisites:* SPE 160

*Restrictions:* Enrollment limited to students with the Education Basic Skills attribute.

*Attributes:* Undergraduate

**SPE 349 Literacy Intervention w/Field (3 credits)**

This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in regular classroom, with emphasis on applying findings from research in reading to classroom practices, including children who are linguistically and culturally diverse. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities. Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania's Standards Aligned System. By using <http://www.pdesas.org>, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

*Prerequisites:* SPE 160

*Attributes:* Undergraduate

**SPE 359 Math & Content Interv w/Field (3 credits)**

This course is an intensive and comprehensive study of research practices for the instruction of Mathematics, Science, and Social Studies for students with high incidence disabilities. Content will cover diagnostic planning, curriculum design, progress monitoring, and the development of student-specific programs involving evidence-based interventions. This course centers around the Response to Intervention model and most of the strategies discussed are based on the research which supports multi-sensory instruction, integrated learning experiences, and the multiple intelligences. Focus will also be given to the development of appropriate goals and the implementation of research-based curriculum, concepts, and instructional strategies which are most effective for students with high incidence disabilities. Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania's Standards Aligned System. By using, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

*Prerequisites:* SPE 160

*Attributes:* Undergraduate

**SPE 369 Emot-Beh'l Disabil w/Field (3 credits)**

This course covers social, emotional, and behavioral disorders in an educational setting, as well as the most common types of mental illness that PreK-12 students may experience. In addition, the course covers possible causes, identification, assessment, behavioral data collection and recording, and effective instructional planning for these populations. Teacher candidates will develop skills in classroom management and crisis intervention, trauma-informed care, and creating a safe, inclusive, culturally responsive classroom climate conducive to learning and growth.

*Prerequisites:* SPE 160

*Attributes:* Faith Justice Course, Undergraduate

**SPE 370 Special Topics (3 credits)**

Topics will vary according to the semester in which the class is offered.

*Attributes:* Undergraduate

**SPE 379 Fam School & Comm:Diverse Soc (3 credits)**

This course focuses on the issues of family and professional collaboration, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems.

*Prerequisites:* SPE 160

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary/Middle Grades (4-8), Elementary Educ Pre K -4th Gr, Secondary Education or Special Education.

*Attributes:* Faith Justice Course, Undergraduate

**SPE 495 Special Ed. Student Teaching (6 credits)**

This experience is designed as the capstone professional course in the Special Education major. It is to be the final course in the sequence of Special Education courses for certification. The student teaching experience approximates a full time working experience for a fourteen week semester. It includes a supervised teaching experience as well as a weekly seminar class in which issues related to student teaching are studied. Evaluations are conducted by the seminar instructor, the cooperating teacher and a university supervisor.

*Restrictions:* Enrollment is limited to students with a major in Elem - Special Education or Elementary Education.

*Attributes:* Undergraduate

**SPE 498 SPE Student Teacher - Dual Prog (6 credits)**

This field-based seminar is designed to provide teacher candidates with an understanding of the diverse need of their students and their learning environments in early childhood education (as defined by the Pennsylvania Department of Education) for grades PreK-4 and Special Education PreK-12. At the conclusion of the student teaching experience, the candidate shall have demonstrated proficiencies in instructional management; student motivation; curriculum planning; learning theory, problem solving in the educational setting; the use of technology; use of reading, language, and literacy skills in all classrooms; the identification of appropriate instructional resources; and the assessment of student achievement. Throughout student teaching and the student teaching seminar, candidates will be expected to apply the knowledge, skills, and competencies developed through the Saint Joseph's University Teacher Preparation Program as aligned with the program's mission "to cultivate knowledgeable, caring, reflective, and socially conscientious educators who can think critically, inspire a passion for learning, communicate effectively, and advocate intentionally for all PK-12 students, including those from culturally non-dominant communities who have distinct learning needs."

*Attributes:* Undergraduate

**SPE 570 Special Ed Independent Study (3 credits)**

Students will study a topic in special education with a faculty mentor.

**SPE 600 Found & Current Issues w/Field (3 credits)**

This course is a critical study of the contemporary and controversial issues within the field of special education. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services. This course requires 15 hours of observation in special education classrooms.

*Restrictions:* Enrollment is limited to Doctoral or Graduate level students.

*Attributes:* Graduate

**SPE 603 Thry&Instr High Incid w/Field (3 credits)**

This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning and programmatic organization of instruction for children with learning problems. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students' needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; practices and procedures validated for specific characteristics of learners and settings; prevention and intervention strategies from multiple theoretical approaches for individuals at-risk for academic or behavioral failure; systematic implementation of instructional variables; and systems management necessary for effective instruction of children with disabilities. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements, and concepts and teaching practices related to the development and implementation of effective instructional programs for students with high incidence disabilities. This course requires 6-8 hours of fieldwork.

*Prerequisites:* SPE 600

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 604 Research:Lit,Writ,Lang w/Field (3 credits)**

This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in regular classroom, with emphasis on applying findings from research in reading to classroom practices, including children who are linguistically and culturally diverse. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities. This course requires 4-5 hours of fieldwork.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 605 RsrchBasedModel:MathSciencePro (3 credits)**

This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach mathematics and content area subjects, including science and social studies. A study of theory and practice of effective teaching methodologies, combined with principles of differentiated instruction. Attention will be on teaching models and methods supported by research and emphasis will be placed on development of effective teaching procedures.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 606 ThryInstrPract:Emot/Soc/Behav (3 credits)**

This course covers social, emotional, and behavioral disorders in an educational setting, as well as the most common types of mental illness that PreK-12 students may experience. In addition, the course covers possible causes, identification, assessment, behavioral data collection and recording, and effective instructional planning for these populations. Teacher candidates will develop skills in classroom management and crisis intervention, trauma-informed care, and creating a safe, inclusive, culturally responsive classroom climate conducive to learning and growth.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 607 ThryInstrPractStdntsw/LowIncid (3 credits)**

This course addresses the definitions, characteristics, assessments, and specific techniques for students with mild, moderate, and profound intellectual disabilities, physical disabilities, and autism. In addition, this course includes students with multiple disabilities who may also be blind or deaf. These students need special education, including adaptive, academic, social, and functional curricula. Characteristics are addressed about why and how instruction can meet these individuals' learning and developmental needs, specifically in cognitive development, systematic instruction, assistive technology, individualized learning strategies and tools, and language communication. This course includes research-validated instructional strategies, adaptive and assistive technologies, augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. Behaviorally based educational models for students with autism and other moderate and severe disabilities present methods to enhance functional skill development in major life domains and emphasize transition planning, community-based training, and self-determination. The course is approved by the Pennsylvania Department of Education (PDE), and the required competencies are included in the course readings, discussions, PowerPoint presentations, videos, assignments, Zoom meetings, and reflections.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 608 Families Schls & Cmnty w/Field (3 credits)**

This course focuses on the home-school partnerships, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's educational needs and social-emotional development and the network of community services and resources available to individuals, families and groups affected by social, environmental, health and related problems. This course requires 2-3 hours of fieldwork.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 609 SPED Clinical Practicum I (3 credits)**

This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous instruction experiences. The practicum will include a variety of researched based instructional practices, assessment procedures, classroom management strategies and organizational strategies to provide structured opportunities for professional growth and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual classroom situations that a teacher will face in a Response to Intervention Classroom; (b) integrate the concepts and skills from different prior learning experiences as well as researched-based principles in reading, comprehension and writing for educational programming and apply to individual situations; (c) become involved in the routine functions of a classroom teacher including planning, assessment, progress monitoring and collaboration with peers. Course requirements are designed to meet Departmental and Commonwealth standards. Between 20-25 hours of clinical practicum are required per week.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 610 SPED Clinical Practicum II (3 credits)**

This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous instruction experiences. The practicum will include a variety of research-based based instructional practices, assessment procedures, classroom management strategies and organizational strategies to provide structured opportunities for professional growth and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual classroom situations that a teacher will face in a Response to Intervention Classroom; (b) integrate the concepts and skills from different prior learning experiences as well as researched-based principles in reading, comprehension and writing for educational programming and apply to individual situations; (c) become involved in the routine functions of a classroom teacher including planning, assessment, progress monitoring and collaboration with peers. Course requirements are designed to meet Departmental and Commonwealth standards. Between 20-25 hours of clinical practicum are required per week.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 611 Mental Health Literacy w/Field (3 credits)**

This course will introduce the concept of social, emotional, and behavioral wellness for PK-12 students. Teacher candidates will be able to define and describe social and emotional learning and identify programs that promote social and emotional competence. They will also be able to describe and define Adverse Childhood Experiences (ACEs), trauma, and mental illness, including how such experiences and conditions can impact the growth, development, and learning of children and adolescents. This course also covers the role of schools in reducing risk factors and increasing protective factors, building assets and fostering resilience in students who experienced trauma and/or mental health issues. This course requires 5 hours of fieldwork, interviewing school personnel about mental health supports for students and faculty/staff.

*Prerequisites:* SPE 600 or SPE 602 or SPE 603 or SPE 606 or SPE 607 or SPE 700

*Attributes:* Graduate

**SPE 613 Incl. Class Practices w/Field (3 credits)**

This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning, and programmatic organization of instruction for children with disabilities in inclusive environments. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students' needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; practices and procedures validated for specific characteristics of learners and settings; prevention and intervention strategies from multiple theoretical approaches for individuals at-risk for academic or behavioral failure; systematic implementation of instructional variables; systems management necessary for effective instruction of children with disabilities; and promote an understanding of the underlying theories, issues and methods for managing classroom environments. This course requires 15 hours of observation in an inclusive classroom.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 614 SEB Wellness w/Field (3 credits)**

This course covers the roles of other relevant child-serving systems within communities that can be supportive to addressing matters associated with social, emotional and behavioral wellness of PK-12 students (e.g., children's mental health, juvenile justice). Confidentiality and professional ethics will be emphasized and required. Teacher candidates will apply skills in communicating and collaborating effectively with children and youth who have experienced trauma and/or mental illness, as well as their families and school and community partners. This course also allows teacher candidates to practice advocating professionally for children and youth and their social, emotional and behavioral wellness. Since this course is the practicum for the Social, Emotional, Behavioral Wellness PK12 endorsement, it requires 40 hours of fieldwork in mental health community agencies.

*Prerequisites:* SPE 611

*Attributes:* Graduate

**SPE 620 Fund SE Prac for School Ldrs (3 credits)**

This course is a critical study of the contemporary and controversial issues within the field of special education emphases will be placed on the role of the supervisor or administrator. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning; investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate



**SPE 621 Law, Pol & Proced for SE Sup (3 credits)**

This course is designed to provide an overview of the legal rights of students and their families in the field of special education, with particular focus on the supervisor's role in implementing and monitoring policy and procedures in districts' special education programs. Content covered includes an overview of laws and litigation and the current status of legislation dealing with special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. This course will focus on the supervisor's role in addressing issues of identification, IEP development and implementation, equal protection, extended school year (and day), functional behavioral analysis, teacher assistants, least restrictive environments, transition, procedural due process, complaint resolution, and substantive due process doctrines to school practices affecting students with disabilities. Additionally, attention will be given to preparation of focus audits, data collection, basic compliance issues, communicating and collaborating with parents and maintaining active parental support groups. Also, case studies will be conducted that deal with issue, rule, analysis and conclusion (IRAC), as a tool to provide a framework for supervisors to rapidly increase their understanding of emerging, complex legal issues

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 622 Admin & Supv:Spec Ed Progs (3 credits)**

The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a specified professional knowledge-base included in the following aspects of leadership: decision-making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, supervision/assessment practices.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 623 Advanced Fieldwork/Seminar (3 credits)**

This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous administrative experiences. The practicum will attempt to include a blend of all the administrative experiences possible to provide professional growth, maturity and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problem and day-to-day administrative duties faced by a Supervisor of Special Education; (b) integrate the concepts and skills from different prior learning experiences and focus on individual situations; (c) become involved in the routine functions of schools/school districts and Intermediate Units.

*Attributes:* Graduate

**SPE 624 Adv Super & Curr Fieldwk/Sem (3 credits)**

This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous administrative experiences. The practicum will attempt to include a blend of all the administrative experiences possible to provide professional growth, maturity and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problem and day-to-day administrative duties faced by a Supervisor of Special Education based on the Educational Leadership course content; (b) integrate the concepts and skills from different prior learning experiences and focus on individual situations; (c) become involved in the routine functions of schools/school districts and Intermediate Units. Course requirements are designed to meet Departmental and Commonwealth standards. The requirements of this course will be a continuation of SPE 623, specifically, an additional 180 hours, for a total of 360 hours of fieldwork activities under the supervision of University faculty.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 626 Assess/ProgMonitorPK12 w/Field (3 credits)**

This course will provide an in-depth presentation of the complex issue of assessment, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Focus will include academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques. Additional course topics will address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting. This course requires 12 hours of fieldwork.

*Prerequisites:* SPE 600

*Attributes:* Graduate

**SPE 630 Design&Tech Differentiated Ins (3 credits)**

This course will provide comprehensive coverage of what is involved in the consideration, assessment and implementation of assistive technology for students with special needs including those with specific learning disabilities found most commonly in regular and special education classrooms today. Additional topics will include current and emerging technologies used to enhance instruction for both regular and special learners; school practices related to technology integration and effective uses of technology in the general and special education classroom.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 645 Student Teaching Certification (1 credit)**

This course is the four week student teaching experience required for those who have an initial teaching certification, are adding special education PK-12 certification, and have taken the inclusive classroom practices course. The focus of this course is on developing skills for creating classroom climate conducive to student achievement and effective inclusive classroom management. Course content will include addressing the specific needs of students with disabilities. Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of direct teaching/co-teaching. Time in the classroom may be spread out over more than four weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school but must contain at least 10% of students who have Individual Educational Plans (IEPs). In all placements, student teaching supervisors conduct formal classroom observations and complete PDE evaluations while collaborating with the cooperating or mentor teacher(s) in supervising and evaluating the student teacher.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 646 Student Teaching Certification (6 credits)**

This course is the full semester student teaching experience required for graduate students seeking special education PK-12 certification who do not have an initial teaching certificate. The focus of this course is on developing skills for creating classroom climate conducive to student achievement and effective inclusive classroom management skills. Course content will also include addressing the specific needs of students with disabilities in an inclusive setting. Student teachers are expected to complete a full semester (12 weeks) of direct teaching/co-teaching. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school but must contain at least 10% of students who have Individual Educational Plans (IEPs). Student teaching supervisors conduct formal classroom observations and complete PDE 430 evaluations while collaborating with the cooperating or mentor teacher(s) in supervising and evaluating the student teacher.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 670 Special Topics: Special Educa (1-3 credits)**

The theme or topic for this course will change as topical interests among graduate students and faculty change.

*Attributes:* Graduate

**SPE 700 Special Education Law/Policy (3 credits)**

This course is designed to provide an overview of the legal rights of students and their families in the field of special education. Students will explore the source, history, and current status of special education law. Content covered will include an overview of laws and litigation affecting special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. This course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting students with disabilities.

*Attributes:* Graduate

**SPE 701 Cog Proc: Resrch Brain Studies (3 credits)**

This course provides an integrative survey of knowledge and research in the cognitive and neurological development of the young mind. The content is designed to connect cognition, neuroscience and educational practice with the critical periods of child development, including language development, visual systems, and psycho-social growth. Attention will be given to the basic structures of the brain and their corresponding dynamic functions, how neurons communicate with each other, and ways that networks of cells function in the vision, memory, and learning processes. The interaction and effects of learning and thinking and how the brain processes, consolidates and internalizes information will be explored.

*Attributes:* Graduate

**SPE 702 Culturally Responsive Teaching (3 credits)**

This course is designed to align instruction along with the assets and differential needs of diverse student populations through applying and incorporating multicultural perspectives into the teaching-learning process to maximize the academic, cognitive, personal, and social aspects of student learning. It will provide ways to design and deliver culturally responsive strategies to work with culturally and linguistically diverse students and empower their families in the teaching and learning process. The course focuses on addressing challenges to the reading achievement of culturally, linguistically, and economically diverse students with disabilities. Issues covered will include assessment and intervention, curricula development and social/affective skills related to family, community, values and culture of students from different cultural and ethnic groups

*Attributes:* Graduate

**SPE 710 WRP: Intro Multisens Lang Inst (1 credit)**

This online Wilson introductory course examines the definition of dyslexia and common characteristics, reading research and the five areas of reading in relation to students beyond grade two with persistent phonological coding deficits. Specifically studies the Wilson Reading System® (WRS), including student identification and placement, program implementation, progress monitoring, scheduling, and creating a successful classroom environment; principles of language structure; and how to teach language with direct, multisensory methods. Wilson Reading Certification course.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 711 WRP: Int Instr- NonRepsRdr 1-3 (3 credits)**

This course presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with word-level deficits who are unresponsive to previous instruction. This online course provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding as well as expands upon these concepts with specific instruction in the closed syllable pattern. Provides specific procedures to teach the concepts presented in Wilson Reading System (WRS) Steps 1-3. Additional topics include accuracy and automaticity of word recognition, fluency with decodable and authentic text, vocabulary and listening/reading comprehension at beginning stages of reading. Wilson Reading Certification course.

*Prerequisites:* SPE 710

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 712 WRP: Int Instr- NonRepsRdr 4-6 (3 credits)**

This is a continuation of the Wilson Steps 1-3 on-line course. Presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with word-level deficits who are unresponsive to previous instruction. This online course provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding as well as expands upon these concepts with specific instruction in the vowel-consonant-e, open, and consonant-le syllable patterns. Provides specific procedures to teach the concepts presented in Wilson Reading System® (WRS) Steps 4-6. Additional topics include the ten critical points of the Wilson Reading System, dyslexia, non-controlled text, and handwriting. Wilson Reading Certification course. *Prerequisites:* SPE 710 and SPE 711

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 713 WRP: Int Instr- NonRepsRdrPrac (3 credits)**

This course, a supervised practicum, requires identifying and securing a practicum student in grades 4 - 12 with significant word level deficits, selected according to WRS practicum student selection criteria. Although not required, a second practicum student is highly recommended. The practicum entails successful delivery of a minimum of 60 Wilson Reading System (WRS) lessons and teaching mastery through WRS Step 4.2. A Wilson trainer observes the participant working with his / her student five times during the practicum via videoconferencing. Must demonstrate that the teaching plan is based on continuous assessment of the student's needs. \*This course is completed over two semesters, generally spanning one academic year. Please Note: Although completion of SPE 710, SPE 711, SPE 712 and SPE 713 are required for WRS Level I Certification, certification is not guaranteed and is dependent upon successful fulfillment of all Wilson requirements.

*Prerequisites:* SPE 710 and SPE 711 (may be taken concurrently) and SPE 712 (may be taken concurrently)

*Attributes:* Graduate

**SPE 720 Intro ASD: Caus Diag & Advoc (3 credits)**

This course will provide candidates with an introduction to Autism Spectrum Disorders (ASD). With the increase in the number of individuals being diagnosed with ASD, this course will examine the challenge ASD presents to families, educators, students, related service providers, advocates, and policy makers. Course content will include an overview of ASD; family issues and challenges; ASD screening, diagnosis and assessment; an overview of intervention and treatment approaches; accessing appropriate supports and services; policy issues; advocacy and the experience of individuals living with ASD. Autism Spectrum Disorder Specialist Endorsement course.

*Attributes:* Graduate

**SPE 721 Aug & Alt Com & Soc Stratg (3 credits)**

This course will focus on a wide range of current research and evidence-based practices in the area of Augmentative and Alternative Communication (AAC) as it is implemented to increase, improve, and maintain functional communication skills of students with Autism Spectrum Disorder (ASD). In addition, specific strategies and techniques to address socialization skills for individuals with ASD as well as their communication partners will be addressed. Case studies, discussions, and activities will be utilized to personalize these strategies and techniques. Autism Spectrum Disorder Specialist Endorsement course.

*Attributes:* Graduate

**SPE 722 Evid Based Prac: AI&I Method (3 credits)**

This course will provide comprehensive coverage of the importance of using evidence-based practice in assessment, instruction, and implementation of interventions for individuals with Autism Spectrum Disorder (ASD). Course content will include identifying the legal basis and requirements for evidence-based practice; a review of how to locate and evaluate evidence in the literature base; ( a review of the theoretical basis of, and evaluation of the empirical evidence for screening and assessments; a review of the theoretical basis of, and evaluation of the empirical evidence for screening and assessments; the continuum of interventions from traditional behavior to social-developmental-pragmatic; comprehensive program approaches; and instructional strategies in the classroom. Additional topics will include the use of medical, dietary, and sensory interventions in the schools; pseudoscience and fad interventions; and finding the middle ground between parents and professionals in the decision-making process. Autism Spectrum Disorder Specialist Endorsement course.

*Attributes:* Graduate

**SPE 723 Autism: Behv Manag Approaches (3 credits)**

This course will examine and introduce the major therapies/educational interventions that have been developed to treat autism and related pervasive developmental disorders. Applied behavior analysis (ABA), an empirically- validated treatment for individuals with autism and related disabilities will be discussed in detail. In addition, other emerging treatments including Greenspan, Relationship Development Intervention, and the principles of Positive Behavioral Supports (PBS) in Universal Design for Learning (UDL) will be examined in relation to ABA. In addition, scientific criteria will be compared to pseudoscientific criteria for various interventions. This course is relevant for both novices and experienced practitioners in the field of autism treatment. Autism Spectrum Disorder Specialist Endorsement course.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 730 Ed Found - Deaf & Hard of Hear (3 credits)**

This course introduces basic concepts for the education of deaf and hard of hearing students. Topics covered include the social construction of deafness; the history of deaf education; families of deaf and hard of hearing children; language and literacy development; educational philosophies and approaches; cognitive and academic development; basic concepts in audiology; cochlear implants; placement options; deaf students with disabilities; and transition to life after school. The course is grounded in the perspective that varying levels of hearing ability are aspects of human diversity. Field Experience hours are required.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 731 Lang, Lit & Comm Dev-Deaf & HH (3 credits)**

This course will introduce students to the major elements of language and literacy development and scientifically-based reading instruction pertaining to D/HH learners. Multi-modal strategies for facilitating language acquisition and integrating language and literacy instruction across academic content areas are reviewed. Students will explore literacy programs, create technology-embedded lesson plans, and perform assessments. They will also be introduced to resources and strategies for supporting families. Field experience hours are required. Students will also consider personal plans for expanding their own communication and language repertoire.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 732 Curr, Inst & Lrn Env-Deaf & HH (3 credits)**

This course content will cover what teachers of DHH learners need to know in order to choose and effectively implement the most appropriate curriculum and instruction methods. Progress monitoring, data collection and analysis will guide students with decision-making regarding goals and objectives. Attention will also be given to how curriculum and instruction are differentiated through varied learning environments (general, special education and private education settings). Field experience hours are required. Students will have the opportunity to observe DHH students across different placements.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 733 List & Spk Skills - Deaf & HH (3 credits)**

This course will provide information regarding the etiology and age of onset of hearing loss, anatomy and physiology of the hearing mechanism, degree and type of hearing loss, and interpretation of audiological results. The course will also offer information on auditory skill development, the utilization of various forms of amplification including hearing aids, cochlear implants, and FM systems, and the relationship of classroom acoustics to auditory access. Additionally, information in the area of spoken language development will be provided, including speech sound acquisition, development of vocabulary, syntax and pragmatics, and the relationship of listening and spoken language to literacy.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 734 Sign Comm in Instruct Settings (3 credits)**

This course introduces and expands upon the advantages that sign language and other visual communication systems offer in the education of DHH learners. Among the topics covered are the history and structure of American Sign Language (ASL), the nature and characteristics of artificial sign systems based on English systems, as well as tactile systems for DHH learners with additional sensory differences including the DeafBlind. Interpreted education is also reviewed along with other educational tools such as fingerspelling.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate

**SPE 739 Student Teach & Prof Seminar (6 credits)**

This is an individually designed field experience under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for students seeking the Hearing Impaired (PK-12) certification (PA). It approximates full-time working/teaching experience for one full semester. At the conclusion of this experience, students must have demonstrated proficiencies in instructional management and specially designed instruction, student engagement and motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, integrating reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, communicating effectively with students and staff members who are deaf or hard of hearing in their preferred languages and modes of communication, the identification of instructional resources, assessment of student achievement, the development of IEP goals and objectives, management of amplification systems, assessment and development of listening and spoken language skills, consultation with regular classroom teachers, modification of the classroom acoustic environment, and development of student compensating strategies. The fieldwork course is typically the final course in a certification sequence. Includes a weekly online seminar session.

*Prerequisites:* SPE 600 and SPE 608 and SPE 612 and SPE 730 and SPE 731 and SPE 732 and SPE 733 and SPE 734

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Graduate