The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, practices; organizes the environment, including school-wide, class-wide, and individual supports; and measures and reports progress. In addition, course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. 

**Attributes:** Undergraduate

SPE 203F FE Tchng Adolescents Inclus Envir (0 credits)  
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, practices; organizes the environment, including school-wide, class-wide, and individual supports; and measures and reports progress. In addition, course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults. Pre-requisite: SPE 160/160F.
SPE 230 Intro to Special Education (3 credits)

SPE 231 FE Intro to Special Education (2 credits)

SPE 310 Assessment & Progress Monitor (3 credits)
This course is designed to introduce teacher candidates to educational assessment in regular and special classroom settings at the secondary level. The course will provide teacher candidates with an in-depth understanding of the different types of assessment strategies including how to use multiple assessment data for making a wide range of educational decisions. Content will include an overview of different types of assessments including screening, diagnostic, formative, summative, authentic, benchmark and differentiated. Teacher candidates will learn basic testing, measurement and evaluation concepts, examine instruments that reflect constructs of interest (knowledge, affect, behavior), construct various types of assessments and interventions and analyze and use instruments. Teacher candidates will also learn how to analyze and interpret assessment data for making instructional decisions. Throughout the course, teacher candidates will learn the importance of critical issues in the field of assessment and evaluation including: 1. philosophical and theoretical perspectives on assessment in schools, 2. contemporary context of school assessment and educational reform, 3. intersection of cultural difference and school assessment, 4. ethical principles of effective assessment and 5. teacher accountability and assessment. Pre-requisite: SPE 160/160F.

SPE 310F FE: Assessment & Progress Monitor (0 credits)
This course is designed to introduce teacher candidates to educational assessment in regular and special classroom settings at the secondary level. The course will provide teacher candidates with an in-depth understanding of the different types of assessment strategies including how to use multiple assessment data for making a wide range of educational decisions. Content will include an overview of different types of assessments including screening, diagnostic, formative, summative, authentic, benchmark and differentiated. Teacher candidates will learn basic testing, measurement and evaluation concepts, examine instruments that reflect constructs of interest (knowledge, affect, behavior), construct various types of assessments and interventions and analyze and use instruments. Teacher candidates will also learn how to analyze and interpret assessment data for making instructional decisions. Throughout the course, teacher candidates will learn the importance of critical issues in the field of assessment and evaluation including: 1. philosophical and theoretical perspectives on assessment in schools, 2. contemporary context of school assessment and educational reform, 3. intersection of cultural difference and school assessment, 4. ethical principles of effective assessment and 5. teacher accountability and assessment. Pre-requisite: SPE 160/160F.

SPE 319 Assessment: Ident & Progr Monit (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment in early care and education. The content of this course will provide students with an in-depth review of informal evaluation procedures and classroom-based data collection strategies for young children in inclusive early care and education settings. 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 and include 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). Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/ progress reporting with a focus on procedural considerations in the assessment of development and learning in the early childhood years. Related foci for discussion will also include the challenges in both assessing young children and using assessment data to design meaningful, developmentally appropriate activities for children and their families. 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. Pre-requisite: SPE 160/160F.

Attributes: Undergraduate

SPE 319F FE: Assessment & Progress Monitor (0 credits)
This course will provide an in-depth presentation of the complex issue of assessment in early care and education. The content of this course will provide students with an in-depth review of informal evaluation procedures and classroom-based data collection strategies for young children in inclusive early care and education settings. 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 and include 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). Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/ progress reporting with a focus on procedural considerations in the assessment of development and learning in the early childhood years. Related foci for discussion will also include the challenges in both assessing young children and using assessment data to design meaningful, developmentally appropriate activities for children and their families. 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. Pre-requisite: SPE 160/160F.
SPE 329 Educ Stds w/High Incid Disabil (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. Pre-requisite: SPE 160/160F.
Attributes: Undergraduate

SPE 329F FE: Ed Stds w/ High Incid Disb (0 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. Pre-requisite: SPE 160/160F.
SPE 330 Educ Studts w/ Low Incid Disabi (3 credits)
SPE 330F FE Edu Stu w Low Incid Disab (0 credits)
SPE 339 Educ Stds w/ Low Incid Disabi (3 credits)

This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curricula. Characteristics are addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in the areas of instruction, assistive learning, and language-communication. This includes research validated instructional strategies, adaptive and assistive technologies including augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. In addition, 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. 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. Pre-requisite: SPE 160/160F. 

Attributes: Undergraduate

SPE 339F FE Edu Stu w Low Incid Disab (0 credits)

This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curricula. Characteristics are addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in the areas of instruction, assistive learning, and language-communication. This includes research validated instructional strategies, adaptive and assistive technologies including augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. In addition, 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. 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. Pre-requisite: SPE 160/160F.

SPE 340 Literacy Intervention Strategy (3 credits)
SPE 340F FE: Literacy Intervent Strategy (0 credits)

SPE 349 Literacy & Intervention Strat (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. Pre-requisite: SPE 160/160F. 

Attributes: Undergraduate
SPE 349F FE: Literacy & Intervention Strat (0 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. Pre-requisite: SPE 160/160F.

SPE 350 Teaching in Inclusive Environ (3 credits)
SPE 350F FE Teaching in Inclusive Environ (0 credits)
SPE 351 Edu Studnts w High Incid Disab (3 credits)
SPE 352 ThryInstrPract:Emot/Soc/Behav (3 credits)
SPE 353 Assessment & Progress Monitor (3 credits)
SPE 354 FE Educ Stu w High Incid Disab (2 credits)
SPE 359 Math & Content Area Interv Str (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 multisensory 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 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. Pre-requisite: SPE 160/160F.

SPE 359F FE Math & Cont Area Interv Str (0 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 multisensory 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 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. Pre-requisite: SPE 160/160F.

Attributes: Undergraduate
SPE 379 Fam School & Comm:Diverse Soc (3 credits)
This course focuses on the process of family assessment and intervention, 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 to individuals, families and groups affected by social, environmental, health and related problems. 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, 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. Pre-requisite: SPE 160/160F.
Attributes: Undergraduate

SPE 379F FE Fam School & Comm:Diver Soc (0 credits)
This course focuses on the process of family assessment and intervention, 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 to individuals, families and groups affected by social, environmental, health and related problems. 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, 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. Pre-requisite: SPE 160/160F.

SPE 389 Perspect on Gifted/Talented (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment for all students at the early childhood level through secondary education. The content of this course will provide students with an in-depth review of a variety of evaluation procedures and classroom-based data collection strategies for students in all educational settings. 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, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Students will be provided with an opportunity to explore assessment as it relates to their course of study. Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, behavioral and social emotional assessment, test modifications/accommodations, parent involvement and assessment/progress reporting with a focus on procedural considerations in the assessment of development and learning. Related foci for discussion will also include the challenges in both assessing all students and using assessment data to design meaningful, developmentally appropriate activities for all students. Previous coursework related to the study of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students. Knowledge of 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 as well as an understanding of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students.

SPE 460 Math & Content Intervent Strat (3 credits)
SPE 470 Emotional/Soc/Behavior Disabil (3 credits)
SPE 470F FE:Emot/Soc/Behav Disabilities (0 credits)
SPE 471 Liter Instru in Content Areas (3 credits)
SPE 472 Math, Sci, & Soc Stu Instruc (3 credits)
SPE 473 Edu Stu w Em/Soc & Beh Disord (3 credits)
SPE 490 SPED Lab and Seminar (3 credits)
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 studies. Evaluations are conducted by the seminar instructor, the cooperating teacher and a university supervisor.
Attributes: Undergraduate
SPE 498 SPE Studnt Teacher - Dual Prog (6 credits)
SPE 570 Special Ed Independent Study (3 credits)

SPE 600 Found & Current Issues: Sp Edu (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.

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

SPE 600F FE: CurrentIssuesSPED:PracProc (0 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.

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

SPE 601 EducAssessment& ProgMonitoring (3 credits)

This course will provide an in-depth presentation of the complex issue of assessment for all students at the early childhood level through secondary education. The content of this course will provide students with an in-depth review of a variety of evaluation procedures and classroom-based data collection strategies for students in all educational settings. 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, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Students will be provided with an opportunity to explore assessment as it relates to their course of study. Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, behavioral and social emotional assessment, test modifications/accommodations, parent involvement and assessment/progress reporting with a focus on procedural considerations in the assessment of development and learning. Related foci for discussion will also include the challenges in both assessing all students and using assessment data to design meaningful, developmentally appropriate activities for all students. Previous coursework related to the study of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students. Knowledge of 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 as well as an understanding of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students.

Restrictions: Enrollment is limited to Graduate level students.

SPE 601F FE: EducAssess&ProgMonitoring (0 credits)

SPE 602 DiagnosticAsses/ProgressMon (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. Addition course topics will address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting.

Prerequisites: SPE 4805 or SPE 550 or SPE 600 or SPE 5105

Restrictions: Enrollment is limited to Graduate level students.

SPE 602F FE: DiagnosticAsses/ProgressMon (0 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. Addition course topics will address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting.

Restrictions: Enrollment is limited to Graduate level students.

SPE 603 Thry&InstrPracticeStdtHighInc (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.

Prerequisites: SPE 4805 or SPE 550 or SPE 600 or SPE 5105

Restrictions: Enrollment is limited to Graduate level students.
SPE 603F FE Stdsnts W/High Disabilities (0 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.

SPE 604 RsrchBsedModel:Lit,WritOrLan (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.

Restrictions: Enrollment is limited to Graduate level students.

SPE 604F FE Reading in Content Area (0 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.

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.

SPE 605F FE Math & Science Procedures (0 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.

SPE 606 ThryInstrPract:Emot/Soc/Behav (3 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping.

Restrictions: Enrollment is limited to Graduate level students.

SPE 607 ThryInstrPractStdsnts/LwIncld (3 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping.

Restrictions: Enrollment is limited to Graduate level students.

SPE 607F FE Students W/Low Disabilities (0 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping.

Restrictions: Enrollment is limited to Graduate level students.

SPE 608 FamiliesSchls&Cmnty:CommCollab (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.

Restrictions: Enrollment is limited to Graduate level students.

SPE 608F FE Families/SchoolsCommunities (0 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.
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.
Restrictions: Enrollment is limited to Graduate level students.

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 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.
Restrictions: Enrollment is limited to Graduate level students.

SPE 611 SPED Lab & Seminar (3 credits)
This 30-hour practicum with additional online course content provides a culminating, clinical experience in which candidates apply theories and concepts learned in prior coursework in authentic teaching environments. Prerequisite: completion of all special education coursework.
Prerequisites: SPE 4805 and SPE 4815 and SPE 4825 and SPE 4885 and SPE 4905 and SPE 4915 or SPE 550 or SPE 602 or SPE 603 or SPE 607 or SPE 606 or SPE 700

SPE 612 Inclusive Classroom Practices (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.
Restrictions: Enrollment is limited to Graduate level students.

SPE 612F FE:Teach Inclusive Environments (0 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.
Restrictions: Enrollment is limited to Graduate level students.
SPE 615 Tching Inclsve Adol Envrnmnts (3 credits)
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress. This course of study will focus on the unique needs of students in grades seven through twelfth grades. Course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. While general education curriculum is appropriate for the majority of students with disabilities, secondary learners who are at-risk for academic and behavioral failure, including those with disabilities, have specific learning and behavioral characteristics that can undermine progress through general education curriculum. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults.

SPE 616 Perspect on Gifted/Talented (3 credits)
The purpose of this course is to provide educators and education advocates with the historical and current perspectives in the field of gifted education and talent development. Course topics will include both theoretical foundations - related to theories, models, local and federal policy, and research - and practical considerations - such as identification, differentiation for academically talented students, advocacy, and collaboration with various stakeholders. Additionally, current issues in the field of gifted education and talent development (e.g., identification of traditionally underrepresented populations, service delivery models, etc.) will be explored and students will be responsible for identifying relevant and reputable organizations and resources for meeting the needs of academically talented students.

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.

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.
SPE 621F FE Law/Policy/Procrr SPED Supvr (0 credits)

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. Prerequisite: SPE 4805
Restrictions: Enrollment is limited to Graduate level students.

SPE 622F FE SPED Admin & Supervisor (0 credits)

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. Course requirements are designed to meet Departmental and Commonwealth standards. SPE 623 is taken as a culminating course by all students seeking Supervisor of Special Education certification. The requirements of this course include 180 clinical hours of fieldwork activities under the supervision of University faculty.
Restrictions: Enrollment is limited to Graduate level students.

SPE 623F FE Advanced Fieldwork/ Seminar (0 credits)

SPE 624F FE Adv Super & Curr Fieldwork/ (0 credits)

SPE 624F FE Adv Super & Curr Fieldwork/ (0 credits)

SPE 625 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 638 Incl Prac/Stud Teach PK-8 (3 credits)
The focus of this course is on the developing skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress. This course of study will focus on the unique needs of students in grades K-8 as well as the development of proactive approaches to classroom and school environments. This will enable teachers to increase the amount of academic learning time in which to address the needs of all students in inclusive classrooms to increase achievement. In addition, the course study will include a focus on understanding how behaviors are influenced by pedagogical practices.

Student Teaching. Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis. In all placements, student teaching supervisors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. Student teaching supervisors conduct two formal observations of the student teacher.
SPE 638F FE Inclusive ClassPrac/ST K-8 (0 credits)
The focus of this course is on the developing of skills dealing with
effective inclusive classroom management and creating classroom
climate conducive to student achievement. It provides comprehensive
coverage of a variety of discipline models to aid candidates in building
systems and conceptual models of total discipline based on their
underlying theories; emphasizes activities promoting positive behavioral
supports; increases pupil motivation; applies methods for establishing
cooperative classroom routines, procedures, and practices; organizes the
environment, including school wide, classroom, and individual supports;
measures and reports progress. This course of study will focus on the
unique needs of students in grades K-8 as well as the development of
proactive approaches to classroom and school environments. This will
enable teachers to increase the amount of academic learning time in
which to address the needs of all students in inclusive classrooms to
increase achievement. In addition, the course study will include a focus
on understanding how behaviors are influenced by pedagogical practices.

Student Teaching. Student teachers are expected to complete 140 hours
(equal to four 35-hour weeks) of hands-on teaching/co-teaching. The
student teaching experience will occur during the second half of the
course (SPE 638 or SPE 639). Time in the classroom may be spread
out over more than 4 weeks, but must equal 140 hours. The class may
be in a public (urban or suburban), private, charter, segregated special
education, or parochial school. The class needs to contain at least 10%
of students who have Individual Educational Plans (IEPs). Groups of four
or more students, as in a resource room, with IEPs are permitted as long
as the same group is provided consistent attention by the student/intern
teacher for the duration of the experience. Alternate placements will be
accepted on a case-by-case basis. In all placements, student teaching
supervisors visit the classrooms and collaborate with the cooperating
or mentor teacher(s) in supervising and evaluating the student or intern
teacher. Student teaching supervisors conduct two formal observations
of the student teacher.

SPE 639 Incl Prac/Stud Teach 7-12 (3 credits)
The focus of this course is on the developing of skills dealing with
effective inclusive classroom management and creating classroom
climate conducive to student achievement. It provides comprehensive
coverage of a variety of discipline models to aid candidates in building
systems and conceptual models of total discipline based on their
underlying theories; emphasizes activities promoting positive behavioral
supports; increases pupil motivation; applies methods for establishing
cooperative classroom routines, procedures, and practices; organizes the
environment, including school wide, classroom, and individual supports;
measures and reports progress. This course of study will focus on the
unique needs of students in grades seven through twelfth grades. Course
study will include a focus on understanding how adolescent behaviors
are influences by pedagogical practices and classroom environments.
While general education curriculum is appropriate for the majority
of students with disabilities, secondary learners who are at-risk for
academic and behavioral failure, including those with disabilities, have
specific learning and behavioral characteristics that can undermine
progress through general education curriculum. Course content will
include a careful analysis of the specific needs of intermediate and
secondary aged learners, including: slower rates of acquiring information
and skills, deficits in the ability to generalize learned skills to other
settings or conditions, and a lack of ability to retain skills, all of which
directly influence student behavior. Furthermore, course study will
focus on the unique psychosocial problems of adolescents, social
and interpersonal skill training priorities of young adults, classroom
management and motivational strategies for adolescents, and validated
learning strategies for adolescents and young adults. Student Teaching.
Student teachers are expected to complete 140 hours (equal to four 35-
hour weeks) of hands-on teaching/co-teaching. The student teaching
experience will occur during the second half of the course (SPE 638 or
SPE 639). Time in the classroom may be spread out over more than 4
weeks, but must equal 140 hours. The class may be in a public (urban or
suburban), private, charter, segregated special education, or parochial
school. The class needs to contain at least 10% of students who have
Individual Educational Plans (IEPs). Groups of four or more students, as
in a resource room, with IEPs are permitted as long as the same group
is provided consistent attention by the student/intern teacher for the
duration of the experience. Alternate placements will be accepted on
a case-by-case basis. In all placements, student teaching supervisors
visit the classrooms and collaborate with the cooperating or mentor
teacher(s) in supervising and evaluating the student or intern teacher.
Student teaching supervisors conduct two formal observations of the
student teacher.
Restrictions: Students with disabilities. and substantive due process doctrines to school practices affecting of federal and state law, and judicial decisions interpreting those laws are 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.

Restrictions: Enrollment is limited to Graduate level students.

SPE 639F FE Inclusive Class Prac 7-12 (0 credits)
The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress. This course of study will focus on the unique needs of students in grades seven through twelfth grades. Course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. While general education curriculum is appropriate for the majority of students with disabilities, secondary learners who are at-risk for academic and behavioral failure, including those with disabilities, have specific learning and behavioral characteristics that can undermine progress through general education curriculum. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults. Student Teaching. Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis. In all placements, student teaching supervisors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. Student teaching supervisors conduct two formal observations of the student teacher.

SPE 640 Special Ed Student Teaching (2 credits)

SPE 690 Managing Fin & Material Resourc (3 credits)

SPE 700 SpecialEducation 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.

Restrictions: Enrollment is limited to Graduate level students.

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.

Restrictions: Enrollment is limited to Graduate level students.

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.

Restrictions: Enrollment is limited to Graduate level students.

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.

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. Prerequisite: SPE 710

Restrictions: Enrollment is limited to Graduate level students.
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. Prerequisite: SPE 710 and SPE 711
Restrictions: Enrollment is limited to Graduate level students.

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. Prerequisite: SPE 710 and completion of/ or concurrent enrollment in SPE 711/SPE 712. 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.
Restrictions: Enrollment is limited to Graduate level students.

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.
Restrictions: Enrollment is limited to Graduate level students.

SPE 720F FE Intro to ASD (0 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.

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.
Restrictions: Enrollment is limited to Graduate level students.

SPE 721F FE Aug & Alt Com & Soc Stratg (0 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.

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.
Restrictions: Enrollment is limited to Graduate level students.

SPE 722F FE Evid Based Prac AI&I Method (0 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.
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.

SPE 723F FE Aut: Behv Manag Approaches (0 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.

SPE 726 American Sign Language I (3 credits)

SPE 730 Ed Found - Deaf & Hard of Hear (3 credits)
This course introduces basic concepts for the education of students who are deaf and hard of hearing. Topics covered will include the social construction of deafness and hearing loss; language acquisition and literacy development in children who are deaf and hard of hearing; educational philosophies and approaches; sign language systems in education; assistive technology including cochlear implants; placement options; supports for inclusive practices; and specially designed instruction, including adaptations for students who are deaf and hard of hearing and children with additional special needs.
Restrictions: Enrollment is limited to Graduate level students.

SPE 730F FE Foundations-Deaf Hard of He (0 credits)
This course introduces basic concepts for the education of students who are deaf and hard of hearing. Topics covered will include the social construction of deafness and hearing loss; language acquisition and literacy development in children who are deaf and hard of hearing; educational philosophies and approaches; sign language systems in education; assistive technology including cochlear implants; placement options; supports for inclusive practices; and specially designed instruction, including adaptations for students who are deaf and hard of hearing and children with additional special needs.

Restrictions: Enrollment is limited to Graduate level students.

SPE 731 Lang, Lit & Comm Dev-Deaf & HH (3 credits)
This course will introduce students to the components of language, normal developmental sequences in children, and the impact of hearing loss upon language acquisition. Auditory and visual strategies for facilitating language acquisition among students who are deaf and hard of hearing will be included, as will protocols for integrating language instruction into academic content area instruction. Students will be introduced to the array of communication options available to families of children who are deaf and hard of hearing, early communication behaviors expressed by young children, and strategies for supporting families making communication decisions. The course will examine the components of literacy in conjunction with characteristics of scientifically-based reading research and principles of effective instruction. Students will examine reading programs created for students who are deaf and hard of hearing, create lesson plans, select websites and technology tools available online to support these lessons, practice using scoring rubrics, and develop personal plans for expanding their own communication skills over the course of the next year.

Restrictions: Enrollment is limited to Graduate level students.

SPE 731F FE Lang/Lit/Comm For DHH (0 credits)

SPE 732 Curr, Inst & Lrn Env-Deaf & HH (3 credits)
This course will introduce students to 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.

SPE 732 Curr, Inst & Lrn Env-Deaf & HH (3 credits)
This course will cover what teachers of students who are deaf and hard of hearing need to know in order to choose and effectively implement the most appropriate methodology, evaluation procedures, goal/objective sets and lesson plans. Focus will also be on ongoing assessment measures to monitor student progress and to validate the effectiveness of specific instructional methods and materials through data collection. In addition, attention will be given to how curriculum and instruction are differentiated through the service delivery spectrum: consultation, itinerant, resource room and full time class (supplemental) instruction.

Restrictions: Enrollment is limited to Graduate level students.
SPE 732F FE Curric/Instruction/ DHH (0 credits)
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.

SPE 733F FE Listen/Speak Skills DHH (0 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.

SPE 734 Sign Comm in Instruct Settings (3 credits)
This course introduces and expands upon the use of a variety of sign languages and sign communication systems in instructional settings. Among the topics covered are the history and structure of American Sign Language (ASL), the nature and characteristics of artificial sign systems developed to represent English and hybrid systems such as those described as “contact signing.” The parameters and use of fingerspelling as an educational tool will also be included. Various philosophies and methodologies of incorporating sign communication in educational settings will be covered. Students will be exposed to the appropriate use of sign languages and sign systems in instructional settings and how they may be used to enhance learning by deaf and hard of hearing students.  
Restrictions: Enrollment is limited to Graduate level students.

SPE 734F FE Sign Comm in Instr Setting (0 credits)
This course introduces and expands upon the use of a variety of sign languages and sign communication systems in instructional settings. Among the topics covered are the history and structure of American Sign Language (ASL), the nature and characteristics of artificial sign systems developed to represent English and hybrid systems such as those described as “contact signing.” The parameters and use of fingerspelling as an educational tool will also be included. Various philosophies and methodologies of incorporating sign communication in educational settings will be covered. Students will be exposed to the appropriate use of sign languages and sign systems in instructional settings and how they may be used to enhance learning by deaf and hard of hearing students.

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 (N-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, 608, 612, 730, 731, 732, 733, 734  
Restrictions: Enrollment is limited to Graduate level students.

SPE 739F FE Student Teach & Prof Sem (0 credits)

SPE 799 Intern/Student Teaching (0 credits)