Special Education

The Special Education program offers the following degree programs: Master of Education (M.Ed.) in Special Education, Master of Education (M.Ed.) in Behavior Analysis, and Doctor of Philosophy (Ph.D.) in Special Education.

Students have options within the master’s degree program to pursue Pennsylvania state teacher certification. All teacher certification programs are fully accredited by the Pennsylvania Department of Education. These options include:

- Certification in Special Education PreK-12
- Dual certification in Special Education PreK-12 and general education PreK-4
- Dual certification in Special Education PreK-12 and general education 7-12
- English as a Second Language (ESL) Program Specialist Certification

For individuals already certified, students may enroll in a post-certification Master’s in Special Education degree program or Master’s in Behavior Analysis degree program to build upon their professional expertise. Students may pursue course work focused on intensive academic/behavioral interventions, low incidence disabilities, and/or work toward the Board Certification Behavioral Analyst (BCBA) Examination within the post-certification master’s degree programs.

Students who complete the master’s degree are fully qualified to teach special education in PreK-12 school settings. Teacher graduates may assume a variety of roles as teachers in self-contained classrooms, co-teachers in inclusive classrooms, itinerant support or consultants, and transition coordinators. Some graduates choose to work in community settings, providing behavioral support or services to non-school age individuals with disabilities.

Students who complete the Ph.D. program are fully prepared to conduct research and teach in college or university settings. Alternatively, some graduates assume leadership positions, directing school, district, or state-level programs or participating in state or national educational policy or teacher training initiatives.

The Special Education program emphasizes the use and development of evidence-based and other innovative practices that make meaningful differences in the lives of individuals with disabilities. Our master’s students are trained a variety of intensive academic and behavioral interventions to support students with disabilities in a variety of settings. The Ph.D. program is individualized and emphasizes the development of professional competencies in research, teacher training, and dissemination. Two unique features of our program are our small Ph.D. cohorts, which allow for personalized faculty-student mentoring, and cross-collaboration with other programs within the college (for example, School Psychology; Educational Leadership; and Teaching, Learning and Technology).

Special Education faculty members are continuously immersed in research and service projects that bring nationally recognized innovations to schools and community settings that support individuals with disabilities. Students may have the opportunity to work with faculty on projects supported by competitive university, state, foundation and federal grants and contracts. Recent projects/programs include:

- Evaluating the effectiveness of Tier 3 mathematics interventions for students with persistent difficulties in learning mathematics,
- Investigating structural inequalities that constrain the learning opportunities and bilingual development of English learners with disabilities,
- Assessing compassionate care and social validity trends in ABA Telehealth research,
- Investigating the use of non-concurrent multiple baselines in special education,
- Developing a culturally appropriate screener to identify autism in Sierra Leone,
- Developing and evaluating a supported college and career readiness program for at-risk high school students,
- Evaluating the effects of an education program for parents of preschool children with or at-risk for attention deficit hyperactivity disorder (ADHD),
- Evaluating adaptations to Tier 2 interventions in the context of School-Wide Positive Behavior Support, and
- Examining a caregiver-mediated intervention based on the principles of applied behavior analysis for Latino caregivers of young children with ASD.

For additional information about the program, please visit: http://coe.lehigh.edu/academics/disciplines/sped (http://coe.lehigh.edu/academics/disciplines/sped

Professor. Lee Kern, PhD (University of South Florida)

Associate Professor. Minyi Shih Dennis, PhD (University of Texas at Austin)

Assistant Professors. Ana D Duenas, PhD (Michigan State University); Sara Kangas, PhD (Temple University); Esther Lindstrom, PhD (Vanderbilt University); Kristi Morin, PhD (Texas A&M University)

Emeritus. Linda M. Bambara, EdD (Vanderbilt University)

Lehigh undergraduates may enroll in either of the College of Education’s 5-year teacher certification areas: Elementary Education (grade levels preK through 4) and Secondary Education (grade levels 7 through 12). A Minor in Education is offered through the College of Arts and Sciences.

For information on the 5-year programs, see below. For information on the Education Minor, see the College of Arts and Sciences ‘Minor Programs in the College’.

5-YEAR MASTER OF EDUCATION IN ELEMENTARY EDUCATION AND PREK-4 TEACHER CERTIFICATION

The College of Education offers a five-year degree program that is designed to allow students to earn both a bachelor’s degree and a master’s degree in five years instead of the traditional six. The combined degree program leads to either a B.A. or B.S. degree in an academic discipline from the College of Arts and Sciences, the P.C. Rossin College of Engineering and Applied Sciences, or the College of Business, and an M.Ed. degree in Elementary Education. In addition, students also earn eligibility for an Instructional I teaching certificate from the Pennsylvania Department of Education (PDE) in grades PreK-4.

PROGRAM OF STUDY FOR PREK-4 CERTIFICATION:

B.A. or B.S. plus Master of Education (M.Ed.) in Elementary Education and PA Certification eligibility. This 42-credit (minimum) master’s program prepares students for certification as PreK-4 teachers. Students complete coursework in three categories:

Core Course Work (21 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 332</td>
<td>Education and Inclusion of Individuals with Special Needs in K-12</td>
<td>3</td>
</tr>
<tr>
<td>TLT 380</td>
<td>Child Development and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>TLT 404</td>
<td>Cultural and Linguistic Diversity</td>
<td>3</td>
</tr>
<tr>
<td>TLT 405</td>
<td>Principles and Applications of K-12 Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TLT 407</td>
<td>Instructional Design for K-12 Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>TLT 409</td>
<td>K-12 Classroom Environment and Management</td>
<td>3</td>
</tr>
<tr>
<td>TLT 411</td>
<td>Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Development of Professional Skills (18 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT 412</td>
<td>Social Studies in PreK through 4th Grade</td>
<td>3</td>
</tr>
<tr>
<td>TLT 420</td>
<td>Literacy in PreK through 4th Grade: Reading and Its Foundations</td>
<td>3</td>
</tr>
<tr>
<td>TLT 422</td>
<td>Literacy in PreK through 4th Grade: Writing and Its Foundations</td>
<td>3</td>
</tr>
<tr>
<td>TLT 426</td>
<td>Science in PreK through 4th Grade</td>
<td>3</td>
</tr>
</tbody>
</table>
Students complete coursework in three categories:

**Pennsylvania Department of Education guidelines for demonstrated requirements for the bachelor’s degree, students must satisfy the and Pennsylvania teacher certification eligibility. In addition to meeting B.A. or B.S. plus Master of Education (M.Ed., 33 credits minimum) and Pennsylvania teacher certification eligibility. In addition to meeting the requirements for the bachelor's degree, students must satisfy the Pennsylvania Department of Education guidelines for demonstrated content-area competence (see below).**

**Students complete coursework in three categories:**

**Core Coursework (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 332</td>
<td>Education and Inclusion of Individuals with Special Needs in K-12</td>
<td>3</td>
</tr>
<tr>
<td>TLT 404</td>
<td>Cultural and Linguistic Diversity</td>
<td>3</td>
</tr>
<tr>
<td>TLT 405</td>
<td>Principles and Applications of K-12 Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Extended Field Experience (3-6 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT 444</td>
<td>General Education Student Teaching and Seminar</td>
<td>1-6</td>
</tr>
</tbody>
</table>

In order to be eligible for PreK-4 certification, by the time a student finishes the program he or she must have demonstrated competence in the core content areas for that certification. At time of acceptance, each student will be informed of any additional content-area coursework he or she will be required to complete in order to demonstrate competence in the PreK-4 core content areas. The student is responsible for completing this coursework prior to applying for PreK-4 certification. The credits for this coursework are not included in the master’s degree.

**Distribution of coursework across undergraduate and graduate study:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Year</td>
<td>3</td>
</tr>
<tr>
<td>Junior Year</td>
<td>3</td>
</tr>
<tr>
<td>Senior Year</td>
<td>12</td>
</tr>
<tr>
<td>College of Education - Summer (12 credits)</td>
<td></td>
</tr>
<tr>
<td>College of Education - Fall (9 credits)</td>
<td></td>
</tr>
<tr>
<td>College of Education - Spring (3-6 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Students in the 5-year program will take 18 credits pre-bachelor’s and an additional 27 credits post-bachelor’s. However, the University requires that master’s degrees carry at least 30 credits minimum. This means students in the 5-year program must have at least 3 credits "left over" from their bachelor’s program to move across to the College of Education to put toward their master’s degree.

**5-YEAR MASTER OF EDUCATION IN SECONDARY EDUCATION AND 7-12 TEACHER CERTIFICATION**

The College of Education offers a five-year degree program that is designed to allow students to earn both a bachelor’s degree and a master’s degree in five years instead of the traditional six.

The combined degree program leads to (1) a B.A./B.S. degree in an academic discipline from the College of Arts and Sciences, the P.C. Rossin College of Engineering and Applied Sciences, or the College of Business, and (2) an M.Ed. degree in Secondary Education. In addition, students also earn eligibility for Instructional I teacher certification from the Pennsylvania Department of Education (PDE) in one of the 8 subject areas below:

- Biology 7-12
- Chemistry 7-12
- Earth and Space Science 7-12
- English 7-12
- General Science 7-12
- Mathematics 7-12
- Physics 7-12
- Social Studies 7-12

**PROGRAM OF STUDY:**

B.A. or B.S. plus Master of Education (M.Ed., 33 credits minimum) and Pennsylvania teacher certification eligibility. In addition to meeting the requirements for the bachelor's degree, students must satisfy the Pennsylvania Department of Education guidelines for demonstrated content-area competence (see below).

Students complete coursework in three categories:

**Core Coursework (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 332</td>
<td>Education and Inclusion of Individuals with Special Needs in K-12</td>
<td>3</td>
</tr>
<tr>
<td>TLT 404</td>
<td>Cultural and Linguistic Diversity</td>
<td>3</td>
</tr>
<tr>
<td>TLT 405</td>
<td>Principles and Applications of K-12 Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Extended Field Experiences (6-9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT 440</td>
<td>Pre-professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td>TLT 444</td>
<td>General Education Student Teaching and Seminar</td>
<td>1-6</td>
</tr>
</tbody>
</table>

In order to be eligible for secondary certification, by the time a student finishes the program he or she must have demonstrated competence in the subject matter area of that certification. Each student upon admission meets with the content-area specialist in the field in which that student seeks secondary certification. The content-area specialist, who is a faculty member in the College of Arts and Sciences, reviews the student’s transcripts and compares that student’s coursework with the content-area guide sheet approved by the Pennsylvania Department of Education (PDE). Following this audit, the content-area specialist will identify what additional coursework in the content-area is needed, if any. The student is responsible for completing this coursework prior to applying for secondary certification. The credits for this course work are not included in the M.Ed. degree.

Students in the secondary teacher-preparation program are expected to have completed almost all their content area coursework prior to going out to student teach. This is important because student teachers need to have mastery of their content in order to fulfill their responsibilities to their students and to derive maximum benefit from the student teaching experience.

**Distribution of coursework across undergraduate and graduate study:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Year</td>
<td>3</td>
</tr>
<tr>
<td>Junior Year</td>
<td>6</td>
</tr>
<tr>
<td>Senior Year</td>
<td>6</td>
</tr>
<tr>
<td>College of Education - Summer (6 credits)</td>
<td></td>
</tr>
<tr>
<td>College of Education - Fall (9 credits)</td>
<td></td>
</tr>
<tr>
<td>College of Education - Spring (3-6 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Students in this program unable to accrue enough credits outside their undergraduate degree programs may need to take additional credits after beginning graduate study in order to reach the 33-credit minimum.

Students in this program who wish to obtain the Master of Arts (M.A.) degree rather than the M.Ed. degree may petition to change to that degree after admission to graduate study. The M.A. degree requires 42 credits instead of 33 credits and has specific content-area expertise requirements. See the M.A. degree description for its requirements.

**Development of Professional Skills (12 credits)**

Content-area teaching methods course with approval of adviser (one of the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLT 431</td>
<td>Social Studies in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>TLT 434</td>
<td>English in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>TLT 436</td>
<td>Science in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>TLT 438</td>
<td>Mathematics in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>Plus:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TLT 432</td>
<td>Reading and Critical Thinking in Middle Level and High School Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 465</td>
<td>Advanced Inclusionary Practices in K-12</td>
<td>3</td>
</tr>
<tr>
<td>TLT XXX Elective with adviser approval</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Doctor of Philosophy in Special Education
This 60 credit post-master's degree program is individualized and emphasizes applied research, faculty-student mentoring, and the development of professional competencies such as writing for publication, college teaching, grant writing, and program administration.

Doctoral Core (12 credits)
- SCHP 496 Doctoral Seminar in School Psychology 3
- and/or
- SPED 490 Doctoral Seminar in Special Education 3

Research Core (18 credits)
Required:
- EDUC 410 Univariate Statistical Models 3
- EDUC 411 Multivariate Statistical Models 3
Other:
- EDUC 408 Introduction to Statistics 3
- EDUC 409 Analysis of Experimental Data 3
- EDUC 461 Single-Subject Research Design 3
- SCHP 473 Advanced Research Methods in Applied Psychology 1-3
- SPED 495 Independent Study in Special Education 1-6

Other courses with approval of adviser.

Special Education Major Core (15 credits)
Choose from special education courses or independent studies in special interest areas with approval of adviser.

Related Areas (9 credits)
- EDUC 471 Diversity and Multicultural Perspectives 3

Other courses with approval of adviser.

Apprenticeship (6 credits)
Supervised mentored experiences such as college teaching, student teaching supervision, writing for publication, participation in research projects, presentations at national conferences, grant writing, or educational leadership in schools and community.

Master of Education in Special Education
Course List
The Master of Education (M.Ed.) degree in Special Education is designed for the college graduate who holds instructional certification in special education and who is interested in pursuing advanced studies in special education. The program offers four areas of concentration, which are listed below. The student must choose one area of concentration, with the advisor's approval.

Concentration 1: Intensive Academic Intervention (30 credits)
Required Core (9 credits)
- SPED 419 Intensive Intervention in Reading 3
- SPED 421 Intensive Intervention in Mathematics and Content Area Literacy 3
- SPED 452 Assessment in Special Education 3

Research Requirement (3 Credits)
- EDUC 461 Single-Subject Research Design 3

Diversity Requirement (3 Credits)
- SPED 404 Cultural and Linguistic Diversity 3

Electives: Choose 5 Courses with Advisor's Approval (15 Credits)
- SPED 402 Applied Behavior Analysis 3
- SPED 409 K-12 Classroom Environment and Management 3
- SPED 410 Behavior Analysts: Ethics and Professional Conduct 3
- SPED 411 Early Childhood Education 3
- SPED 416 Autism Spectrum Disorders and Evidence-Based Practices 3
- SPED 432 Positive Behavior Support 3
- SPED 465 Advanced Inclusionary Practices in K-12 3
- EDL 432 Special Education Law 3
- EDUC 456 Trauma and Resilience in Schools 3
- EDUC 406 Foundations of Social Emotional Learning 3
- EDUC 401 Globalization and Contextualization 3
Other electives as approved by advisor.

Concentration 2: Low Incidence Disabilities (30 credits)
Required Core (9 credits)
- SPED 418 Alternative Curricular Approaches 3
- SPED 423 Supporting Transition for Individuals with Disabilities 3
- SPED 452 Assessment in Special Education 3

Research Requirement (3 Credits)
- EDUC 461 Single-Subject Research Design 3

Diversity Requirement (3 Credits)
- SPED 404 Cultural and Linguistic Diversity 3

Electives: Choose 5 Courses with Advisor's Approval (15 Credits)
- SPED 402 Applied Behavior Analysis 3
- SPED 409 K-12 Classroom Environment and Management 3
- SPED 410 Behavior Analysts: Ethics and Professional Conduct 3
- SPED 411 Early Childhood Education 3
- SPED 416 Autism Spectrum Disorders and Evidence-Based Practices 3
- SPED 432 Positive Behavior Support 3
- SPED 465 Advanced Inclusionary Practices in K-12 3
- EDL 432 Special Education Law 3
- EDUC 456 Trauma and Resilience in Schools 3
- EDUC 406 Foundations of Social Emotional Learning 3
- EDUC 401 Globalization and Contextualization 3
Other electives as approved by advisor.

Concentration 3: English as a Secondary Language (30 credits)
Required Core (15 credits)
- EDUC 391 Educational Linguistics 3
- EDUC 419 Second Language Acquisition 3
- EDUC 420 Contemporary Issues in English Language Learner Education 3
- EDUC 423 Curriculum and Materials Design for English Language Learners 3
- SPED 452 Assessment in Special Education 3

Research Requirement (3 Credits)
- EDUC 461 Single-Subject Research Design 3

Diversity Requirement (3 Credits)
- SPED 404 Cultural and Linguistic Diversity 3

Electives: Choose 3 Courses with Advisor's Approval (9 Credits)
- SPED 402 Applied Behavior Analysis 3
- SPED 409 K-12 Classroom Environment and Management 3
- SPED 410 Behavior Analysts: Ethics and Professional Conduct 3
- SPED 411 Early Childhood Education 3
- SPED 416 Autism Spectrum Disorders and Evidence-Based Practices 3
- SPED 432 Positive Behavior Support 3
- SPED 465 Advanced Inclusionary Practices in K-12 3
- EDL 432 Special Education Law 3
- EDUC 456 Trauma and Resilience in Schools 3
- EDUC 406 Foundations of Social Emotional Learning 3
- EDUC 401 Globalization and Contextualization 3
Other electives as approved by advisor.

Concentration 4: Early Childhood Education (30 credits)
Required Core (15 credits)
- EDUC 391 Educational Linguistics 3
- EDUC 419 Second Language Acquisition 3
- EDUC 420 Contemporary Issues in English Language Learner Education 3
- EDUC 423 Curriculum and Materials Design for English Language Learners 3
- SPED 452 Assessment in Special Education 3

Research Requirement (3 Credits)
- EDUC 461 Single-Subject Research Design 3

Diversity Requirement (3 Credits)
- SPED 404 Cultural and Linguistic Diversity 3

Electives: Choose 3 Courses with Advisor's Approval (9 Credits)
- SPED 402 Applied Behavior Analysis 3
- SPED 409 K-12 Classroom Environment and Management 3
- SPED 410 Behavior Analysts: Ethics and Professional Conduct 3
- SPED 411 Early Childhood Education 3
- SPED 416 Autism Spectrum Disorders and Evidence-Based Practices 3
- SPED 432 Positive Behavior Support 3
- SPED 465 Advanced Inclusionary Practices in K-12 3
- EDL 432 Special Education Law 3
- EDUC 456 Trauma and Resilience in Schools 3
- EDUC 406 Foundations of Social Emotional Learning 3
- EDUC 401 Globalization and Contextualization 3
Other electives as approved by advisor.
Special Legislation.

Responsibilities of teachers as required by IDEA and other related laws. Addresses legal rights of students and their families, as well as legal issues related to the special education of individuals with disabilities. Discusses evidence-based practices and adaptations matched to learner needs. Diverse needs of students in general education classrooms through inclusive education and practices related to the special education of individuals with autism spectrum disorders and related concerns.

Overview of social, developmental, legal, and educational issues and practices related to the special education of individuals with disabilities. Covers social, environmental, and physiological etiology; diagnosis; development; identification; learning characteristics; and needs of individuals identified for special education. Emphasizes meeting diverse needs of students in general education classrooms through evidence-based practices and adaptations matched to learner needs. Addresses legal rights of students and their families, as well as legal responsibilities of teachers as required by IDEA and other related special legislation.

Course Title | Credits
--- | ---
SPED 410 | Behavior Analysts: Ethics and Professional Conduct 3
SPED 411 | Early Childhood Education 3
SPED 416 | Autism Spectrum Disorders and Evidence-Based Practices 3
SPED 432 | Positive Behavior Support 3
SPED 465 | Advanced Inclusionary Practices in K-12 3
EDL 432 | Special Education Law 3
EDUC 456 | Trauma and Resilience in Schools 3
EDUC 406 | Foundations of Social Emotional Learning 3
EDUC 401 | Globalization and Contextualization 3

Other electives as approved by advisor

Concentration 4: General Special Education Studies (30 credits)

Required Core (6 credits)

Course Title | Credits
--- | ---
SPED 452 | Assessment in Special Education 3
SPED 465 | Advanced Inclusionary Practices in K-12 3

Research Requirement (3 Credits)

Course Title | Credits
--- | ---
EDUC 461 | Single-Subject Research Design 3

Diversity Requirement (3 Credits)

Course Title | Credits
--- | ---
SPED 404 | Cultural and Linguistic Diversity 3

Electives: Choose 6 Courses with Advisor’s Approval (18 Credits)

Course Title | Credits
--- | ---
SPED 402 | Applied Behavior Analysis 3
SPED 409 | K-12 Classroom Environment and Management 3
SPED 410 | Behavior Analysts: Ethics and Professional Conduct 3
SPED 411 | Early Childhood Education 3
SPED 416 | Autism Spectrum Disorders and Evidence-Based Practices 3
SPED 432 | Positive Behavior Support 3
SPED 465 | Advanced Inclusionary Practices in K-12 3
EDL 432 | Special Education Law 3
EDUC 456 | Trauma and Resilience in Schools 3
EDUC 406 | Foundations of Social Emotional Learning 3
EDUC 401 | Globalization and Contextualization 3

Other electives as approved by advisor

Courses

Course Title | Credits
--- | ---
SPED 330 | Special Topics in Special Education 1-3 Credits
SPED 332 | Introduction to Inclusion and Exceptional Education 3 Credits
SPED 338 | Emotional and Behavioral Disorders of Children 3 Credits
SPED 402 | Applied Behavior Analysis 3 Credits
SPED 404 | Cultural and Linguistic Diversity 3 Credits
SPED 405 | Principles and Applications of K-12 Assessment 3 Credits
SPED 406 | Evidence-Based Practices 3 Credits
SPED 409 | K-12 Classroom Environment and Management 3 Credits
SPED 410 | Behavior Analysts: Ethics and Professional Conduct 3 Credits
SPED 411 | Early Childhood Education 3 Credits
SPED 416 | Autism Spectrum Disorders and Evidence-Based Practices 3 Credits
SPED 432 | Positive Behavior Support 3 Credits
SPED 465 | Advanced Inclusionary Practices in K-12 3 Credits
EDL 432 | Special Education Law 3 Credits
EDUC 456 | Trauma and Resilience in Schools 3 Credits
EDUC 406 | Foundations of Social Emotional Learning 3 Credits
EDUC 401 | Globalization and Contextualization 3 Credits

Other electives as approved by advisor

Repeat Status: May be repeated.

Relevant to the fields of education and special education, courses cover a wide range of topics including behavioral analysis, autism spectrum disorders, early childhood education, and social emotional learning. A strong emphasis is placed on evidence-based practices and adaptations to meet the diverse needs of students in general education classrooms.
SPED 418 Alternative Curricular Approaches 3 Credits
Curricular and instructional methods for students with pervasive support needs (e.g., intellectual disabilities, autism) who follow an alternative or modified curriculum. Methods for developing an individualized curriculum, embedding instruction and accessing the general education curriculum, systematic instruction, and instruction for full participation in school, home, and community settings are covered. Strategies for facilitating emergent social and communication skills, teaching augmentative and alternative communication, and use of assistive technologies to enhance self-directed learning are included.

SPED 419 Intensive Intervention in Reading 3 Credits
Methods course designed to address the needs of students with disabilities to increase knowledge of instruction of comprehensive pre-literacy and literacy skills and their components. Additionally, pre-reading, reading, language arts, mathematics, and content area reading literacy skills in primary and elementary settings will be addressed. Emphasis on instructional planning, differentiated instructional strategies, appropriate assessments modifications, and adaptations needed for use with individuals with disabilities through a conceptual foundation in the components of reading and the integration of research validated interventions.

SPED 420 Field Experience: Special Education Certification 1-3 Credits
Intensive practice in the application of principles of teaching in a supervised experience in the schools for students who already hold another content area certification (e.g., elementary, middle school, secondary). Consent of the program.

SPED 421 Intensive Intervention in Mathematics and Content Area Literacy 3 Credits
Methods course designed to increase knowledge of core components of reading in secondary settings, language arts, mathematics, and content area literacy skills for students with disabilities and those who are culturally and/or linguistically diverse. Emphasis on instructional planning, differentiated instructional strategies, appropriate assessments, modifications, and adaptations needed for use with individuals with disabilities through a conceptual foundation in the components of reading and the integration of research validated interventions.

SPED 423 Supporting Transition for Individuals with Disabilities 3 Credits
Best instructional practices for preparing students for the early childhood transition into special education and the transition to post-school adult life: employment, post-secondary education, and community participation in inclusive settings. Topics include transition planning, person-centered and work-based assessments, family and interagency collaboration, innovative post-school and in-school transition services, and self-determination. Evidence-based practices to promote positive student outcomes are emphasized.

SPED 425 Applied Behavior Analysis Practicum 1-6 Credits
This practicum is designed to shape supervisee’s clinical and behavioral skills as well as his/her professional, ethical, and collegial behavior. This experience embeds the concepts, principles, methods, and applications of behavior analysis learned in the course sequence and applies them to educational, clinical, and community/home settings.

SPED 427 Contemporary Service Delivery Models 3 Credits
This course is to provide students with knowledge and skills related to contemporary academic and behavioral service delivery models such as multi-tier systems of supports (MTSS). Relevant research literature will be explored to promote critical reflection on the models. Students will gain knowledge and skills in the following areas: (1) core components of service delivery models; (2) implementation of the services delivery model within k-12 schools; and (3) legal, ethical, and administrative issues related to service delivery implementation.

SPED 429 Professional Seminar 3 Credits
Master’s seminar on current issues in the area of special education and research design. Must have 18 graduate credits in special education.

SPED 430 Advanced Seminar in Special Education 3 Credits
Advanced issues relating to the field of special education. Titles will vary.

SPED 432 Positive Behavior Support 3 Credits
Addresses tiered models of prevention and support. Includes design of comprehensive, multi-component behavior support plans for individuals with a variety of disabilities who engage in problem behavior. Emphasis on functional assessment and evidence-based interventions. Assessment focuses on the link between curriculum, academic performance, and behavior problems. Addresses mental health challenges, the role of various school-based professionals, and collaboration across agencies. Promotes consideration of diverse populations for understanding behavioral differences. Describes strategies for ongoing monitoring and maintenance of behavior reductions.

SPED 434 Applied Research Practicum 1-3 Credits
Designing and conducting research projects in applied settings.

SPED 440 Early Academic Intervention 3 Credits
Explores the potential effectiveness of interventions to prevent academic failure of children at risk for learning difficulties. Emphasis on research-based interventions in the areas of beginning reading, language and vocabulary, writing and spelling, awareness of print and exposure to print, and mathematics (number sense).

SPED 442 (TLT 442) General Education and Special Education Student Teaching and Seminar 1-6 Credits
Intensive practice in the application of principles of teaching for both general and special education settings in a supervised internship in the schools (for dual certification). Regular meetings among student teachers for critical analysis and discussion of classroom instructional practices, as illustrated by the student teachers’ experiences in the schools. Practical mentoring on professionalism, applying differentiated instructional models in real-world setting, and aligning instruction with standards. Consent of program director required.

SPED 443 Special Education Student Teaching and Seminar 3 Credits
Intensive practice in the application of principles of teaching for special education settings in a supervised internship in the schools. Regular meetings among student teachers for critical analysis and discussion of classroom instructional practices, as illustrated by the student teachers’ experiences in the schools. Practical mentoring on professionalism, applying differentiated instructional models in real-world settings, and aligning instruction with standards. Consent of program director required.

SPED 452 Assessment in Special Education 3 Credits
Identification, administration and interpretation of a variety of assessments used for planning and to determine special education eligibility and to assess social, emotional, behavioral, and academic functioning. Discusses strengths and limitations of various models and assessment, both formal and informal, instruments used to evaluate the need for special education. Describes strategies to enhance the relationship between assessment and service delivery. Addresses assessment practices to identify curricular needs consistent with the RtI framework.

SPED 465 Advanced Inclusionary Practices in K-12 3 Credits
Advanced techniques grounded in current research-based methods and best practice for educating and assessing students with disabilities, students from diverse backgrounds, and English language learners using a standards-aligned system. Accommodations, modifications, planning for physical and instructional inclusion through embedded strategic instruction, adaptations, and curriculum overlapping. Addresses decision hierarchies for level of instructional adaptation and social inclusion methods through social facilitation techniques. Explores critical factors in developing, implementing, and modifying curriculum using evidence-based practices. Explores collaborative co-planning and co-teaching models.

Prerequisites: SPED 332
SPED 482 Practicum in University Teaching: Special Education
1-4 Credits
Mentored and guided co-teaching focused on the design, organization, pedagogy and assessment of university courses in Special Education. Students in this course will work with a faculty member to apply best practices in university teaching with feedback while co-teaching students in a course in the College of Education. Students taking the course must meet the college standards for participation and be approved by the program director and department chair. May be repeated for credit.
Repeat Status: Course may be repeated.

SPED 490 Doctoral Seminar in Special Education 3 Credits
Advanced knowledge of issues and research in the education of individuals with special needs. Topics will vary. Must be admitted for doctoral studies.
Repeat Status: Course may be repeated.

SPED 499 Dissertation 1-15 Credits
Repeat Status: Course may be repeated.