

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, they 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 with teaching certification 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/>)

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)

SPED 332	Introduction to Inclusion and Exceptional Education	3
TLT 380	Child Development and Cognition	3
TLT 404	Cultural and Linguistic Diversity	3
TLT 405	Principles and Applications of K-12 Assessment	3
TLT 407	Instructional Design for K-12 Classrooms	3
TLT 409	K-12 Classroom Environment and Management	3
TLT 411	Early Childhood Education	3

Development of Professional Skills (18 credit hours)

TLT 412	Social Studies in PreK through 4th Grade	3
TLT 420	Literacy in PreK through 4th Grade: Reading and Its Foundations	3
TLT 422	Literacy in PreK through 4th Grade: Writing and Its Foundations	3
TLT 426	Science in PreK through 4th Grade	3
TLT 428	Mathematics and Numeracy in PreK through 4th Grade	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Extended Field Experience (3-6 credit hours)

TLT 444	General Education Student Teaching and Seminar	1-6
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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:

Sophomore Year (3 credit hours)

Junior Year (3 credit hours)

Senior Year (12 credit hours)

College of Education - Summer (12 credits)

College of Education - Fall (9 credits)

College of Education - Spring (3-6 credits)

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)

SPED 332	Introduction to Inclusion and Exceptional Education	3
TLT 404	Cultural and Linguistic Diversity	3
TLT 405	Principles and Applications of K-12 Assessment	3
TLT 407	Instructional Design for K-12 Classrooms	3
TLT 409	K-12 Classroom Environment and Management	3

Development of Professional Skills (12 credits)

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

TLT 431	Social Studies in Middle Level and High School Education	3
TLT 434	English in Middle Level and High School Education	3
TLT 436	Science in Middle Level and High School Education	3
TLT 438	Mathematics in Middle Level and High School Education	3

Plus:

TLT 432	Reading and Critical Thinking in Middle Level and High School Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3
TLT XXX	Elective with adviser approval	3

Extended Field Experiences (6-9 credits)

TLT 440	Pre-professional Seminar	3
TLT 444	General Education Student Teaching and Seminar	1-6

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:

Sophomore Year (3 credit hours)

Junior Year (6 credit hours)

Senior Year (6 credit hours)

College of Education - Summer (6 credits)

College of Education - Fall (9 credits)

College of Education - Spring (3-6 credits)

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.

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
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and/or

SPED 490	Doctoral Seminar in Special Education	3
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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 Case Experimental 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
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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 Case Experimental Design	3
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Diversity Requirement (3 Credits)

SPED 404	Cultural and Linguistic Diversity	3
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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	Social Emotional Learning in Context	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 Case Experimental Design	3
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Diversity Requirement (3 Credits)

SPED 404	Cultural and Linguistic Diversity	3
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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	Social Emotional Learning in Context	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 Multilingual Learner Education	3
EDUC 423	Curriculum and Materials Design for Multilingual Learners	3
SPED 452	Assessment in Special Education	3

Research Requirement (3 Credits)

EDUC 461	Single Case Experimental Design	3
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Diversity Requirement (3 Credits)

SPED 404	Cultural and Linguistic Diversity	3
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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	Social Emotional Learning in Context	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)

SPED 452	Assessment in Special Education	3
SPED 465	Advanced Inclusionary Practices in K-12	3

Research Requirement (3 Credits)

EDUC 461	Single Case Experimental Design	3
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Diversity Requirement (3 Credits)

SPED 404	Cultural and Linguistic Diversity	3
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Electives: Choose 6 Courses with Advisor's Approval (18 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	Social Emotional Learning in Context	3
EDUC 401	Globalization and Contextualization	3

Other electives as approved by advisor

Courses

SPED 330 Special Topics in Special Education 1-3 Credits

Current issues in the education of individuals with special needs. Titles vary.

Repeat Status: Course may be repeated.

SPED 332 Introduction to Inclusion and Exceptional Education 3 Credits

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; 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 IDEIA and other related special legislation.

SPED 338 Emotional and Behavioral Disorders of Children 3 Credits

Definition, classification, etiology, treatment, and historical perspective of children and adolescent disorders.

SPED 402 (SCHP 402) Applied Behavior Analysis 3 Credits

Theory and application of behavior modification methods in classroom and clinical settings. Topics include behavior analysis, outcome research, task utilization, and single case research.

SPED 404 (TLT 404) Cultural and Linguistic Diversity 3 Credits

All teachers need to gain an understanding of how to support culturally and linguistically diverse students, particularly multilingual learners (MLs). This course explores the systemic disadvantage and bias MLs experience in the school system. It will offer best practices and concrete strategies that teachers can implement to challenge systemic disadvantages MLs face in classrooms and schools. With the understanding that students have complex identities and needs, throughout the course, the heterogeneity of culturally and linguistically diverse students will be emphasized.

SPED 405 (TLT 405) Principles and Applications of K-12

Assessment 3 Credits

Assessment applied to learning in classroom learning environments, including universal screening and progress monitoring. Discusses assessment approaches, ways to implement assessment, and use of assessment tools to monitor all students, including ELL and students with disabilities. Use of data-management and grading systems. Addresses diagnostic assessments for student placement and analysis of assessment data to tailor instruction to diverse student needs. Emphasis on research-based practices of assessment to inform instructional decision-making consistent with the RtII framework.

SPED 409 (TLT 409) K-12 Classroom Environment and Management 3 Credits

Designing inclusive classroom environments that maximize learning. Emphasis on fostering a positive learning environment using evidence-based classroom management strategies for all learners, including students with disabilities and those from culturally and linguistically diverse backgrounds. Addresses function-based thinking to understand behavior problems and identify appropriate interventions. Includes discussion of manifestation of both internalizing and externalizing problems and related interventions.

SPED 410 Behavior Analysts: Ethics and Professional Conduct 3 Credits

This course is designed to provide students an in-depth review of the BACB Professional and Ethics Compliance Code for Behavior Analysts and other relevant content and readings that further support student understanding of the topic area. Class discussions, review of case studies, and student-lead small group problem-solving activities will enable students to apply ethical and professional standards to their work, further promoting quality interactions between the children and adults they serve, families, teachers, and others stakeholders.

SPED 411 (TLT 411) Early Childhood Education 3 Credits

Introduction to development of early childhood education in the U.S. Emphasizes evidence-based methods and materials to assist young children in the learning process, including arrangement of indoor/outdoor space, developmentally appropriate practices, and the design of instruction to foster young children's emotional, social, language, cognitive, physical, and creative development. Includes embedded instruction and adaptations for students with identified disabilities, children at risk for developing disabilities, and children with culturally and linguistically diverse backgrounds, and family collaboration within the instructional planning process.

SPED 416 Autism Spectrum Disorders and Evidence-Based Practices 3 Credits

This course provides an overview of Autism Spectrum Disorders (ASD) and an introduction to the evidence based practices (EBPs) for practitioners, based on recently published and publicly available reports and other supporting materials. Assignments help students translate EBPs, grounded in Applied Behavior Analysis (ABA), into concrete goals and practices that have a meaningful impact on the day-to-day functioning of students with ASD.

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.

Repeat Status: Course may be repeated.

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.

Repeat Status: Course may be repeated.

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 4-6 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 3-4 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 RtII 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.