

SPECIAL EDUCATION (SPED)

SPED 121 - Overview of Special Education

The purpose of this course is to provide a broad overview of the terminology, strategies, and issues commonly encountered when addressing the needs of exceptional individuals. This course takes a multidisciplinary approach that begins with an introduction to the history of special education and important legislation, followed by discussion of individual areas of exceptionalities. Emphasis will be placed on etiology, identification, assessment treatment and social issues and concerns.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

SPED 122 - Low Incidence Disabilities

This course will examine best practice and policies relating to the educational consequences of low-incidence disabilities. An emphasis on deafness, blindness, deaf-blindness, severe disability and multiple disability will occur. Placement and accommodation issues in integrated educational settings will also be a focus.

Prerequisite: SPED 121^D

^D Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

SPED 139 - Foundations of Academic Discovery

Foundations of Academic Discovery serves as the entry point to the Rock Integrated Studies Program. With its strong faculty-student interaction, the course promotes intellectual inquiry, critical and creative thinking, and computer skills needed for academic success. Through varied content, the course introduces students to academic discourse and information literacy while exploring topics such as diversity and inclusion and global awareness. This course will set students along the path to becoming engaged with issues and scholarship important to a 21st century education while they learn about themselves and their place in the world.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Enrollment limited to students with a semester level of Freshman 1 or Freshman 2.

Enrollment limited to students with the ROCK STUDIES 2 STUDENT or ROCK STUDIES STUDENT attributes.

SPED 190 - Experimental

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

SPED 195 - Workshop

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

SPED 198 - Selected Topics

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

SPED 220 - The Nature and Needs of Autism Spectrum Disorders

This course will focus on an understanding of the characteristics of Autism Spectrum Disorders (ASD) and the implications for individual's lifespan. The course will explore the latest research on potential causes, best practices for assessment and intervention, as well as current legal and ethical issues related to autism services.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

SPED 222 - Introduction to Special Education Law

In this course, students will discuss genesis of special education by way of litigation and resulting legislation as rooted in the Civil Rights Movement of the 1960's, PL 94-142, and the inception of IDEA Part A-D. An overview of PA Chapter 14 and its relation to IDEA, Chapter 15 and ADA, along with Chapter 16. Students will also explore LRE, compliance, and professional ethics and standards.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

SPED 230 - Early Intervention Practices for Students with Disabilities

In this course, students will identify the critical components of an educational program for early learners with disabilities and medical diagnosis including: curricular areas, early interventions and effective teaching techniques, use of appropriated materials, transition to school age regarding Part C of IDEA, related services and personnel, parental involvement, assistive technology and inclusionary practices.

Prerequisite: SPED 121^D

^D Requires minimum grade of D.

Credits: 3

SPED 245 - Technology in Special Education

Candidates will develop the use of technologies to assist in the teaching, remediation, assessment and enrichment of students with special needs in inclusive traditional and/or cyber classrooms. The goal is to help pre-service teachers implement instructional and assistive technology effectively. This course will also provide a framework for utilizing educational technology to meet the individualized needs of students.

Prerequisite: SPED 121^C

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1 or Freshman 2 may **not** enroll.

SPED 290 - Experimental

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

SPED 295 - Workshop

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

SPED 298 - Selected Topics

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

SPED 302 - Developmental Disabilities

The learner will identify the critical components of an educational program for persons who have mental retardation classified as moderate, severe, or profound including: curricular areas, effective teaching techniques, appropriate materials, team approaches, ancillary services, parental involvement and inclusionary practices. Includes a lab of three contact hours per week with students who have severe and/or multiple disabilities.

Prerequisites: (SPED 202^D or SPED 122^D) and (SPED 203^D or SPED 121^D or SPED 100^D) and (SPED 204^D or SPED 230^D)

^D Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 315 - Special Education Issues in Diverse Secondary Classrooms

This course is designed to familiarize secondary education majors with the various behavioral problems they may encounter in the inclusive classroom. Suggestions are given for ameliorating these problems, as well as successfully organizing the classroom and classroom routine. Three units of study will be explored. The three units are: 1) Classroom management with a focus on dealing with students with special needs, 2) Legal issues for secondary teachers, 3) Impact of exceptionalities in inclusive settings.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 341 - Transition Across the Lifespan

This course is designed to provide students with a life management perspective for educating persons with disabilities in an inclusive setting. This course prepares students to apply the foundational principles of special education for meeting the major developmental needs of persons with disabilities from early infancy to adulthood. This course is designed to provide the undergraduate student with a foundation for the understanding of the major developmental needs and community requirements for individuals with disabilities.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 342 - Building Community Partnerships

This course focuses on the multi-dimensional role of service provider to individuals with disabilities. In addition to hands-on experiences with service agencies, students enrolled in this course will interact with service providers, supervisors, related service personnel parents and caretakers. Students will learn how to take on all roles of a service provider and implement effective programming to address all the needs of a client(s). Students will become skilled in matching student needs with appropriate transition programming as well as identifying personnel key in providing necessary services.

Credits: 3

Term(s) Typically Offered: Offered Fall Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment is limited to students with a program in Comm Prgms Amer with Disabil, Comm Prg Am Dis-Adap Phys Actv, Comm Prg Am Dis-Non-Prft Mgmt or SPED Transition Programming.

SPED 343 - Americans with Disabilities

This course will provide background for understanding how disabling conditions may handicap a person in terms of jobs, marriage, and family life, housing and transportation and citizenship. The course stresses how everyone is involved in determining the success or failure of the disabled in society. An historical overview of society's treatment of the disabled will be contrasted with recent legislation and the emerging roles of the disabled in American society. The impact of special education on the disabled person, the parents, siblings, employers, neighbors, and peers will be presented.

Credits: 3

Term(s) Typically Offered: Offered Fall, Winter, & Spring

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 346 - Assessment in Transition Planning

This course introduces the student to the assessments utilized for evaluation of students at all levels of transition planning, spanning from school readiness assessments to transition planning for the secondary level. Students will learn to identify appropriate assessment based on student needs as well as how to administer and score evaluation data. In addition, the course will guide students in reviewing and interpreting assessment data to determine appropriate transition planning to address student needs. The course will also identify the major legislation and legislation that have significantly influenced the nature of service to exceptional populations in the area of transition planning and assessment of their needs.

Prerequisites: SPED 121^C and SPED 122^C and SPED 230^C and SPED 341^C and SPED 342^C and SPED 343^C

^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered Spring Terms

Students with a semester level of Freshman 1, Freshman 2, Sophomore 1 or Sophomore 2 may **not** enroll.

Enrollment is limited to students with a program in SPED Transition Programming.

SPED 347 - Management & Leadership

This is an advanced level course that expands students' knowledge in skills necessary to take on leadership and management roles in the secondary transition planning level. Students will be required to engage in professional organizations at the state and local level. Students will learn to identify how to develop an effective system for service delivery to clients. Additional, an emphasis will be placed on current funding sources in the nation and state as well as how to manage necessary paperwork for obtaining funding necessary to run appropriate transition programs for children and adults of transition age.

Prerequisites: SPED 121^C and SPED 122^C and SPED 230^C and SPED 341^C and SPED 342^C and SPED 343^C
^C Requires minimum grade of C.

Credits: 3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2, Sophomore 1 or Sophomore 2 may **not** enroll.

Enrollment is limited to students with a program in SPED Transition Programming.

SPED 350 - Universal Intervention

In this course, student will identify the critical components of Tier 1 in the Multi-Tiered System of Support (MTSS) for learners with and without disabilities including: universal interventions, best practices, screening, progressing monitoring, classroom management, PBIS, collaboration, co-teaching, SDI and accommodations and inclusionary practices.

Prerequisite: SPED 121^D

^D Requires minimum grade of D.

Corequisite(s): ELEC 311

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 353 - Teaching in an Area of High Need

In this course, we will discuss the problem of over representation of individuals from diverse backgrounds in special education and the racial, cultural, and economic concerns of school systems and communities (both domestically and abroad) trying to narrow the opportunity/achievement gap for students. During the semester, students will be analyzing some of the historical, socioeconomic, and political factors school systems in areas of high need confront. Specifically, students will investigate effective instructional and organizational practices, examine home-school connections, and identify possible disparities in available resources for urban and rural schools.

Credits: 3

Enrollment limited to students with a semester level of Junior 1, Junior 2, Post Baccalaureate, Sophomore 1 or Sophomore 2.

SPED 360 - Targeted Instructional and Behavioral Interventions for Neuro-Diverse Learners

In this course, students will identify the critical components of Tier II in the Multi-Tiered System of Support (MTSS) for learners with and without disabilities including: data-based decision making, evidenced based practices, supplemental and intensive programming, differentiated instruction and assessment. These concepts will be explored within the scopes of academic and behavioral supports for exceptional learners.

Corequisite(s): ELEC 420

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment is limited to students with a program in Early Childhood Ed (PK-4), Early Child/Spec Ed(PK-4)PK-8), Early Child/Spec Ed(PK-4)PK-12, Special Education (PK-12) or Exceptionalities.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 390 - Experimental

A unique and specifically focused course within the general purview of a department which intends to offer it on a "one time only" basis and not as a permanent part of the department's curriculum.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 395 - Workshop

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 398 - Selected Topics

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 410 - Transition Practicum

The practicum course focuses on developing skills in collaboration, consultation and teaming to prepare pre-service Transition Specialist students for entry into a multi-disciplinary and multi-dimensional role of services provider to individuals with disabilities. In addition to hands-on experience with service agencies, Transition Specialist students enrolled in this course will interact with clients, service providers, agency supervisors, related service personnel and care takers.

Prerequisites: SPED 121^D and SPED 122^D and SPED 230^D and SPED 341^D and SPED 342^D and SPED 343^D

^D Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 431 - Intense Behavioral and Emotional Interventions for Neuro-Diverse Learners

In this course, students will identify the critical components of Tier III Emotional and Behavioral Interventions within the Multi-Tiered System of Support (MTSS) for learners with and without disabilities including: overview of severe behavior. Functional Behavioral Assessment (FBA), use of evidenced based interventions to support challenging behavior, develop more age appropriate social and emotional skills, application of effective preventative and environmental planning to limit problem behaviors as well as understanding the acting out cycle, trauma informed care and legal implications surrounding challenging behaviors in today's schools.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 432 - Intensive ELA Interventions for Neuro-Diverse Learners

This course in Special Education is designed for the teacher candidate seeking certification in K-12 Special Education. This course will focus on reading and writing interventions. Students will gain experience with a variety of strategies and interventions to use with various levels of special education needs in the regular education classroom & in pull-out placements. This course will examine effective instructional practices and delivery methods for intensive levels of special education support (K-12) in both the inclusionary and resource settings.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 433 - Assessment Strategies in Special Education

This course is designed to provide undergraduate students with the skills and knowledge necessary to conduct educational assessment of diverse students and interpret assessment results in order to plan an educational program (i.e., determine eligibility and develop an individualized education program).

Prerequisites: SPED 230^D and (SPED 325^D or SPED 350^D)

^D Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 434 - Professional Collaboration and Ethical Practices

This course focuses on skills in consultation, collaboration and learning to prepare the pre-service teacher for the multidimensional role of today's special educator. In addition to hands-on experience in classrooms, students enrolled in this course will interact with special educators, parents, general educators, and resource personnel among others. Application of teaching techniques with children with disabilities under faculty and host teacher supervision will provide the pre-service teacher with an opportunity for experience in the special education classroom as well as inclusive settings prior to the student teaching experience.

Prerequisites: SPED 230^D and (SPED 325^D or SPED 350^D)

^D Requires minimum grade of D.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 435 - Processes and Procedures in Special Education

In this course, we will discuss special education legal documentation, including referral forms relating to Tier 1-3 interventions, the evaluation process, ER, IEP, procedural safeguards, NOREPs, and Transition. Emphasis will be placed on legally defensible IEP writing, mediation, due process, objective tone, and data collection.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 436 - Intensive Mathematics Interventions for Neuro-Diverse Learners

In this course, we will discuss instructional interventions and strategies that can be utilized in an intensive, Tier 3 type, setting to assist neuro-diverse learners in understanding mathematics concepts/topics. Particular emphasis will be placed on topics and remediation strategies frequently encountered within the Grade 4 to Algebra/Grade 9 levels.

Credits: 3

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 440 - Seminar in Special Education

The purpose of this seminar is to help pre-service special education teachers understand some of the challenges encountered during the first year of teaching, and provide strategies to help prepare them to overcome these challenges as they begin their first year of teaching.

Corequisite(s): SPED 455

Credits: 1

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 450 - Transition Internship

This 12 credit internship course focuses on advancing skills in collaboration, consultation and teaming to prepare pre-service students for entry into a multi-disciplinary and multi-dimensional role of services provider to individuals with disabilities. Students set up their own internship sites with guidance and approval from their advisor. This hands-on experience with service agencies makes up 480 hours of time in the field. Transition Specialist students enrolled in this course will interact with clients, service providers, agency supervisors, related service personnel and care takers.

Prerequisites: SPED 121^D and SPED 202^D and SPED 203^D and SPED 204^D and SPED 212^D and (SPED 311^D or SPED 313^D) and SPED 400^D
^D Requires minimum grade of D.

Credits: 3-12

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 455 - Student Teaching - Special Education

Under the guidance of a cooperating teacher and university supervisor, students engage in two eight-week assignments on a full-time basis in specified school districts and attend scheduled seminars. Supervisors assign additional requirements.

Prerequisites: SPED 202^D and SPED 203^D and SPED 204^D and SPED 212^D and SPED 314^D and SPED 302^D and SPED 306^D and SPED 311^D and SPED 312^D and SPED 400^D
^D Requires minimum grade of D.

Credits: 3-12

Term(s) Typically Offered: Offered Fall & Spring Terms

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

Enrollment limited to students with the ACCEPTANCE - TEACHER CANDIDACY attribute.

SPED 490 - Independent Study

Independent Study courses give students the opportunity to pursue research and/or studies that are not part of the university's traditional course offerings. Students work one on one or in small groups with faculty guidance and are typically required to submit a final paper or project as determined by the supervising professor.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 495 - Workshop

A workshop is a program which is usually of short duration, narrow in scope, often non-traditional in content and format, and on a timely topic.

Credits: 1-6

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.

SPED 498 - Selected Topics

A Selected Topics course is a normal, departmental offering which is directly related to the discipline, but because of its specialized nature, may not be able to be offered on a yearly basis by the department.

Credits: 1-3

Term(s) Typically Offered: Offered as Needed

Students with a semester level of Freshman 1, Freshman 2 or Sophomore 1 may **not** enroll.