SPECIAL EDUCATION (SPLED)

SPLED 99: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)

SPLED 199: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)

SPLED 299: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)

SPLED 395: **SPECIAL TOPICS**
3 Credits
Prerequisite: EDPSY101. PA Act 34 clearance required. In addition, non-Pennsylvania residents must provide evidence of an FBI background information check. (Forms: 228 Chambers)

Writing Across the Curriculum
SPLED 399: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)

SPLED 400: Inclusive Special Ed Foundations: Legal, Characteristics, Collaboration, Assessment, and Management
4 Credits
Legal issues, learner characteristics, collaboration skills, assessment, and behavior management related to educating students with disability in inclusive settings. SPLED 400 Teaching Exceptional Students in General Education Settings (4) This course is delivered via a model of blended instruction and addresses foundational skills (assessment and management) and knowledge (laws, etiologies, collaboration) for those working with students with special education needs in general education classrooms. Almost 30% of the content includes student understanding of the history and current relevance of special education law; roles and responsibilities of general education teachers in providing services to students with special education needs; characteristics and etiologies relevant to providing effective instruction to students with mild and severe disabilities; and developing and maintaining effective education teams. Roughly 35% of content is relevant to assessment in inclusive settings and is centered on sound instructional decision making as well as linking instruction to standards based curricula. Coverage includes understanding formative and summative assessment; creating and administering curriculum-based assessments in reading, mathematics, and writing; designing systems to collect behavioral data; interpreting a

SPLED 400H: Inclusive Special Ed Foundations: Legal, Characteristics, Collaboration, Assessment, and Management
4 Credits/Maximum of 4
Legal issues, learner characteristics, collaboration skills, assessment, and behavior management related to educating students with disability in inclusive settings.

Prerequisite: EDPSY014 and EDPSY010 or relevant child development course (e.g. HD FS 229, HD FS 239). Fifth semester standing or higher

SPLED 401: Motivating Exceptional Learners
4 Credits
GROUP AND INDIVIDUAL TECHNIQUES TO PROMOTE STUDENT TASK ENGAGEMENT AND PROSOCIAL BEHAVIOR.

Prerequisite: or concurrent: a grade of C or better required in SPLED395W

SPLED 402: Human Rights: Historical and Current Issues in Special Education
3 Credits
Litigation, legislation, regulation, and advocacy issues impacting on educational and related services for individuals with academic and/or physical disabilities.

Prerequisite: or concurrent: SPLED400 or SPLED425

SPLED 403A: Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, and Writing
3 Credits
Evidence-based methods for design, delivery, and adaption of instruction for elementary students with disabilities in reading, mathematics, and writing. SPLED 403A Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, and Writing (3) This course is delivered via a model of blended instruction and addresses aspects of designing, delivering, and adapting instruction for students across the range of disability (i.e., mild, moderate, and severe) in elementary, inclusive settings. Content on relevant learner characteristics of special needs students is found throughout the course. About half the course covers content on: designing direct and explicit instruction; self-regulated learning; assistive technology; adaptations and accommodation for learners with several disabilities; and the hierarchy of taxonomical units
relative to instructional design. The remaining half of the course covers content relevant to a wide range of literacy concerns and includes: evidence based practices for instruction in early reading (e.g. decoding, phonemic awareness, phonic and structural analysis; and vocabulary); reading comprehension at primary and intermediate levels (e.g. test structure, content specific vocabulary, and narrative and expository reading in content domains); writing (e.g. handwriting, spelling grammar, and written expression); and mathematics (e.g. number sense and early numeracy, basic facts and operations, applied skills, problem solving, factions, decimals, and percents).

Prerequisite: SPLED400

SPLED 403B: Evidence-Based Methods for Teaching Secondary Students with Disabilities in Inclusive Settings

3 Credits

Evidence-based methods for designing, delivering, and adapting instruction for students with disabilities in inclusive secondary education settings. SPLED 403B Evidence-Based Methods for Teaching Secondary Students with Disabilities in Inclusive Settings (3) This course is delivered via a model of blended instruction and addresses aspects of designing, delivering, and adapting instruction for students across the range of disability (i.e., mild, moderate, and severe) in secondary inclusive settings. Content on relevant learner characteristics of special needs students is found throughout the course. About half the course covers content on: designing direct and explicit instruction; self-regulated learning; assistive technology; adaptations and accommodation for learners with several disabilities; and the hierarchy of taxonomical units relative to instructional design. The remaining half of the course covers content relevant to a variety of procedures and approaches to help students with special education needs gain meaningful access to secondary curriculum content without watering it down or ignoring the instructional needs of students without disabilities. Broadly this content includes ways of planning and delivering instruction to help all students, including those with learning problems, understand and retain critical course content. Topics include using graphic organizers, options for presenting content, mnemonics; task specific learning strategies; cooperative groups and peer focused interventions; study guides and guided notes; advance organizers; text structures for narrative and expository text; single and multiple-approaches for reading comprehension; writing mechanics, prompts, and rubrics; narrative, informative, and persuasive writing; problem solving (including Polya’s model); analogies; elaborate interrogation; and practice for problem solving.

Prerequisite: SPLED400

SPLED 403H: Evidence-Based Instruction for Elementary Students with Disabilities in Reading, Math, and Writing

3 Credits

Evidence-based methods for design, delivery, and adaption of instruction for elementary students with disabilities in reading, mathematics, and writing.

Honors

SPLED 404: Working with Families and Professionals in Special Education

3 Credits

STRATEGIES FOR PRODUCTIVE INTERACTIONS BETWEEN SPECIAL EDUCATORS AND OTHERS SUCH AS COLLEAGUES, EMPLOYERS, PARENTS, SERVICE PROVIDERS, PROFESSIONALS, AND STUDENTS.

Prerequisite: or concurrent: a grade of C or better required in SPLED425

SPLED 408: Meeting Instructional Needs of English Language Learners with Special Needs

3 Credits

The course content and activities focus on instruction and assessment for English Language Learners with special needs. EDPSY (SPLED) 408 Meeting Instructional Needs of English Language Learners with Special Needs (3) The purpose of this course is to bring together two bodies of research to prepare future teachers of learners with special needs who are also English language learners to be effective teachers. The course has been developed to fulfill requirements of Pennsylvania Department of Education and in recognition of the growing number of English Language Learners (ELL) in the general population and thus in special education settings. The course presents (1) theory and research on the instructional needs of English Language Learners (ELLs) and (2) the knowledge base on effective instruction for students with special needs and assists students to integrate the two. Major topic areas include principles and issues in second language acquisition; ELL characteristics including linguistic and cultural factors that affect second language acquisition; techniques and methods of research-based instruction for English Language Learners with special needs; lesson planning and instructional modifications for ELLs with special needs; and appropriate assessment practices for ELLs with special needs. A major objective of this course is for students to be able to develop or modify instructional plans that reflect evidence based practices for adapting for the needs of ELL learners with special needs. Evaluation will be based on a combination of methods including, tests and quizzes, analyses of videos and case studies and reports of observations and interviews.

Prerequisite: EDPSY010, EDPSY014, Prerequisite or concurrent: SPLED395W, SPLED425

Cross-listed with: EDPSY 408

SPLED 409A: Fundamental Literacy Skills for Students with Special Needs

3 Credits

Effective reading curriculum and teaching methods to teach students with special needs. SPLED 409A Fundamental Literacy Skills for Students with Special Needs (3) Effective classroom-based assessment, curriculum development, and instructional strategies for teaching reading to educate students with special needs will be described in this course. Students will learn how to assess, develop curriculum, and provide scientifically based best practice instruction in reading to K-12 students with special needs. Students will learn how to select reading skills necessary to scaffold and enhance students’ present reading skills. Methods for using researched based assessment strategies and developing foundational reading skills within a classroom context, will be described. This course build on prerequisite Special Education courses in curriculum and instructional methods. Students in SPLED 409A extend knowledge of explicit instructional strategies in the context of reading.
The content offered in this course complements 409B and 409C through the integration of researched based methods and sound instructional design within a curriculum to most effectively teach students with special needs.

**Prerequisite:** A grade of C or better required in SPLED425, SPLED395W, SPLED401, SPLED412, SPLED454, SPLED495E

SPLED 409B: Writing and Content Literacy for Students with Special Needs

3 Credits

Effective curriculum and materials for teaching writing and content literacy to students with special needs. SPLED 409B Writing and Content Literacy for Students with Special Needs (3) Effective application of classroom-based measurement, curriculum development, and instructional strategies for teaching writing and content literacy to educate students with special needs will be described in this course. Students will learn how to use assessment to develop curriculum and provide scientifically based best practice instruction in writing mechanics (handwriting, spelling, capitalization & punctuation) and written expression (pre-planning to revision) to K-12 students with special needs. Students will learn how to identify, select, and teach content text structure. Methods for using assessment to develop a reading comprehension curriculum within a content classroom context and teach K-12 students with special needs to read and comprehend narrative and expository text (such as text found in Math, Science, Social Studies, and other content textbooks) will be described. Methods for using assessment to develop curriculum and teach K-12 students with special needs to respond to content text and materials through writing will also be examined. This course builds on prerequisite Special Education courses in curriculum and instructional methods. Students in SPLED 409B will have achieved mastery in basic reading theory, assessment, curriculum, and instructional methods. The content offered in this course adds to the existing course content by specifically addressing writing mechanics, written expression, and content reading, curriculum development, and instructional methods (including plans for generalization and maintenance) for students with special needs. Written responses for assigned readings will be required for each topic area. Written evaluations and class assignments (including case studies) will be given to assess student learning throughout the course time period. Students’ learning will be further evaluated through projects that demonstrate understandings of classroom-based assessment, curriculum development, and the instructional methods required to effectively teach content-area mathematics skills to students with special needs. Student applied projects, in coordination with practicum placement, for mathematics instruction will include: (1) the collection of baseline mathematics performance data for a student with special needs, (2) development of a curriculum scope and sequence, (3) development of a research validated instructional intervention, (4) implementation of the intervention, (5) on-going data collection throughout instruction and after instruction, and (6) development and implementation of an instructional plan for maintenance and generalization. To demonstrate understandings of teaching content area mathematics skills, students will prepare a presentation of a self- or instruction-selected research-based curriculum and instructional strategy or approach that meet “best practice” standards (e.g., those identified through previous meta-analysis).

**Prerequisite:** A grade of C or better required in SPLED425, SPLED395W, SPLED401, SPLED409A, SPLED412, SPLED454, SPLED495E

SPLED 409C: Mathematics Instruction for Students with Special Needs

3 Credits

Research-based practices for teaching mathematics skills to students with special needs. SPLED 409C Mathematics Instruction for Students with Special Needs (3) Research-based assessment, instruction, and intervention strategies for teaching mathematics skills to students with special needs will be described in this course. Students will identify (a) the risk factors associated with mathematics disabilities, (b) effective prevention and remediation models of mathematics disabilities, (c) characteristics of scientifically-based instruction in content-area skills (e.g., counting, addition, fractions, problem solving, geometry) for K-12 students with disabilities, and (d) how to effectively provide and assess the effects of such instruction while provided in general and special education classrooms. This course builds on prerequisite Special Education courses in curriculum and instructional methods. Students in SPLED 409C will have achieved mastery in assessment, curriculum, and instructional methods. The content offered in this course adds to the existing course content by specifically addressing how to teach content-area skills for students with special needs. Written responses for assigned readings will be required for the topic areas. Written evaluations and class assignments will be given to assess student learning throughout the course time period. Students’ learning will be further evaluated through projects that demonstrate understanding of classroom-based assessment, curriculum development, and the instructional methods required to effectively teach content-area mathematics skills to students with special needs. Student applied projects, in coordination with practicum placement, for mathematics instruction will include: (1) the collection of baseline mathematics performance data for a student with special needs, (2) development of a curriculum scope and sequence, (3) development of a research validated instructional intervention, (4) implementation of the intervention, (5) on-going data collection throughout instruction and after instruction, and (6) development and implementation of an instructional plan for maintenance and generalization. To demonstrate understandings of teaching content area mathematics skills, students will prepare a presentation of a self- or instruction-selected research-based curriculum and instructional strategy or approach that meet “best practice” standards (e.g., those identified through previous meta-analysis).

**Prerequisite:** A grade of C or better required in SPLED425, SPLED395W, SPLED401, SPLED425

SPLED 411: Intervention for Students with Severe Disabilities

3 Credits

Assessment, teaching strategies, curricula, materials, and assistive techniques for use with individuals having severe disabilities (mental and physical).

**Prerequisite:** A grade of C or better required in SPLED395W, SPLED401

SPLED 412: Instruction for Students with Mild Disabilities

4 Credits

Appropriate teaching strategies, curriculum sequences, and materials selection and evaluation for children with mild special needs.

**Prerequisite:** A grade of C or better required in SPLED395W, SPLED401, SPLED425, SPLED454
SPL ED 415: Early Special Education

3-4 Credits/Maximum of 4

Includes early identification methods, assessment, curricula, parent involvement, and program evaluation for exceptional preschoolers in mainstreamed or segregated settings.

Prerequisite: a grade of C or better required in the following courses
SPL ED 454; a course in child development
SPL ED 418: Technologies for Persons with Disabilities

3 Credits

Sensory aids, communication systems, computer systems, expert systems, simulations, and other technologies for students with disabilities.

Prerequisite: SPL ED 400 or SPL ED 425

SPL ED 419: Assistive Technology for General Education Teachers

2-3 Credits

Strategies to support use of assistive technologies by students with disabilities in general education classrooms. SPL ED 419 Assistive Technology for General Education Teachers (2-3) This course will teach students the role of the general education teacher in supporting the use of assistive technology (AT) by students with disabilities in general education classrooms. Students will learn the role of the general education teacher in the AT process, including (as appropriate) how to identify student AT needs, obtain information on common AT applications and devices, make first-hand use of current AT solutions, and evaluate the use of AT to address specific student needs. Particular attention will be given to the use of AT to assist students with disabilities in reading, writing, math, communication, and the development of social skills. Students will learn the role and responsibilities of the general education teacher on the AT team, as well as issues of scope of practice, and the roles and responsibilities of the other licensed professionals on the AT team. Students will also be provided with resources and strategies for making use of state and national information resources and services related to AT.

Prerequisite: SPL ED 400, SPL ED 403A or SPL ED 403B

SPL ED 420: Culture & Disability: Study Abroad in Ireland

6 Credits

Study aspects of culture and disability through lecture, visiting Irish disability service agencies, and guest speakers from various disability agencies. This course is designed to increase student awareness of disability from a cross-cultural comparison between the United States and Ireland including: personal, interpersonal, and societal aspects of disability, including how disability can be defined and understood differently in varied individual, institutional and cultural contexts. Students will learn models of disability that will help (a) clearly distinguish different ways of conceptualizing disability and (b) critically think about how disability is represented and understood in varied cultural contexts. Students will examine ethical, economic, and social implications of disability. Dynamics of group, family and individual behavior that impact interactions between people, with and without disabilities, will be addressed. Interactions and assignments will aid in the introduction of students to interpersonal communication and interaction issues among international cultures.

A strong emphasis will be placed on understanding disability from a variety of cultural perspectives and assessing the impact of racial, ethnic, gender, socioeconomic, and socio-political factors on disability status. Throughout the course students will engage with various service providing agencies (which may include sensory disabilities, intellectual/cognitive disabilities, and physical disabilities). Class time will be allotted to prepare for engagement and reflection as well as providing background information for understanding global policy and how to make comparisons. Students will participate in a culminating activity, such as attending the International Disability Summer School that equips students with the insights and skills necessary to translate the generalities of international positions on disabilities into tangible reform for persons with disabilities and understand disability from a global perspective. This course meets the requirement for RHS 100 (RHS majors and RHS minors and honors students), and/or up to 6 credits toward 400 level elective requirements for RHS minors. SPL ED students can earn up to 6 credits towards the SPL ED minor

Cross-listed with: RHS 420
International Cultures (IL)
United States Cultures (US)

SPL ED 425: Foundations of Special Education, Etiologies, Law, and Implications for Practice

4 Credits

An introduction to exceptional individuals being served in special education programs across the life span. SPL ED 425 Foundations of Special Education, Etiologies, Law, and Implications for Practice (4) This course is designed to provide an introduction to all exceptionalities included in special education programs as delineated by the most recent federal legislation guiding services for individuals with special needs. An important component of this course is the exploration of typical developmental stages and milestones used to monitor children’s growth and progress over time. Fourteen (14) categories of disability are defined in relation to how states define who is eligible for a free appropriate public education under special education law. In addition, recent legislation is explored in relation to services provided, funding requirements, accommodations and classroom placement. The primary objective of this course to provide future educators with a solid foundation for their understanding disabilities, services, and legislation as they enter into the special education profession. Secondary objectives include preparing students to (a) address common misconceptions and myths associated with special education, (b) work with interdisciplinary teams in the formation of Individualized Education Program (IEP), and (c) promote the preparation of exceptional individuals to assume adult roles.

Prerequisite: admission into the SPL ED Undergraduate or Graduate Program.

SPL ED 430: Foundational Skills for Working with Students with Special Education Needs in General Education Class

1 Credit

Introduction to working with students with special education needs in the general education classroom, including history and legal foundation.

Prerequisite: teacher certification or permission of instructor
SPLED 431: Evidenced-Based Methods for Monitoring Student Progress and Making Instructional Decisions

2 Credits

Evidence-based methods for assessing student progress and making data-based instructional decisions. SPLED 431 Evidenced-Based Methods for Monitoring Student Progress and Making Instructional Decisions (2)This is the second course in the Evidence-Based Practices for Inclusive Classrooms and Differentiating Instruction course series. The course is appropriate for pre- or in-service teachers prepared to work in general education settings who are seeking content on validated methods for supporting the learning of students with special needs (e.g. Learning Disabilities, Emotional/Behavioral Disorders, Communication Disorders, Developmental Delays, etc.) in general education classes. Students should complete this course after they have completed the first course in the series (Foundational Skills for Working with Students with Special Education Needs in General Education Classrooms) and prior to completion of the final course in the series (either Evidence-Based Practices for Inclusive Elementary Classrooms or Evidence-Based Practices for Inclusive Secondary Classrooms). This course is based on a model of effective instruction that includes (a) deciding what to teach, (b) instructional design, and (c) assessing the effectiveness of instruction. A feedback loop is instruction more effective and more efficient. After completing the class students should be able to: (a) give a rationale for the collection of data in classrooms; (b) describe the assessment process; (c) describe response to intervention and the general educator's role in the process; (d) summarize data using graphs and trendlines; (e) create and administer curriculum-based assessments in reading, mathematics, and writing; (f) design systems to collect behavioral data in classrooms; (g) interpret a variety of norm-referenced test scores; (h) use brief experiential analyses to identify effective academic interventions; (i) interpret norm-referenced test data; and (j) determine if the reliability/validity of an assessment is adequate for a given purpose. Evaluation of proficiency will occur in a variety of ways including short quizzes, graded application assignments, and course exams. At the beginning of the course, students will receive a packet containing DVDs of faculty presentations with imbedded activities, ungraded quizzes, and checkpoint summaries. Each recorded session will be roughly 2.5 - 3 hours total duration, exclusive of the required stopping/starter to complete imbedded, parallel learning activities. Some sessions may involve students accessing various targeted websites relevant to the content. Additionally, for most sessions, there will assigned readings; an ungraded practice activity with feedback and/or comparison responses; and a graded assignment and quiz items. The latter will be delivered primarily via ANGEL with the instructor available for feedback and questions throughout the PicTel or some similar videoconferencing technology.

Prerequisite: SPLED430

SPLED 434A: Evidence-Based Practices for Inclusive Elementary Classrooms

2 Credits

Evidence-based methods to effectively serve special needs students in elementary general education settings, including reading, writing, and mathematics instruction. SPLED 434A Evidence-Based Practices for Inclusive Elementary Classrooms (2)This course is one of two final class options in the Evidence-Based Practices for Inclusive Classrooms and Differentiating Instruction course series. The course is appropriate for pre- or in-service teachers prepared to work in general education settings who are seeking content on validated methods for supporting the learning of students with special needs (e.g. Learning Disabilities, Emotional/Behavioral Disorders, Communication Disorders, Developmental Delays, etc.) in general education classes. Students should complete this course only after they have completed the first four courses in the series (Foundational Skills for Working with Students with Special Needs in General Education Classrooms, Evidence-Based Methods for Monitoring Student Progress and Making Instructional Decisions, Evidence-Based Practices for Inclusive Elementary Classrooms, or Evidence-Based Practices for Inclusive Secondary Classrooms). This course addresses aspects of providing reading, writing, and mathematics instruction to elementary school students with special needs in the general education classroom. Broad course objectives include student acquisition of knowledge and skills in reading (e.g., word recognition, fluency, reading comprehension, vocabulary); writing (e.g., spelling, grammar, handwriting) and written expression (e.g., narrative, informative, persuasive); and mathematics (e.g., computation and problem solving). Evaluation of proficiency will occur in a variety of ways including short quizzes, graded application assignments, and course exams. At the beginning of the course, students will receive a packet containing DVDs of faculty presentations with imbedded activities, ungraded quizzes, and checkpoint summaries. each
recorded session will be roughly 2.5 - 3 hours total duration, exclusive of
the required stopping/staring to complete imbedded, parallel learning
activities. Some sessions may involve students accessing various
targeted websites relevant to the content. Additionally, for most sessions,
there will be assigned readings; an ungraded practice activity with
feedback and/or comparison responses; and a graded assignment and
quiz items. The latter will be delivered primarily via ANGEL with the
instructor available for feedback and questions throughout the course
via e-mail. Furthermore, at least once during the course, instructors will
be available live via PicTel or some similar videoconferencing technology.

Prerequisite: SPLED430, SPLED431, SPLED432, SPLED433

SPLED 444: Inclusive Education and Assessment
6 Credits

Knowledge and skills needed to educate students with special needs in
urban schools.

Prerequisite: ELEDM400

SPLED 454: Assessment for Instruction
4 Credits

ORIENTATION TO EVALUATION OF SPECIAL STUDENTS WITH EMPHASIS
ON THE CREATION, USE, AND INTERPRETATION OF TEACHER-MADE
ASSESSMENT PROCEDURES.

Prerequisite: a grade of C or better required in EDPSY101

SPLED 460A: Fundamentals of Reading Instruction in Special Education
3 Credits

Topics include the interactive nature of reading, recent findings of the
National Reading Panel, explicit instruction principles and reading
assessments. SPLED 460A Fundamentals of Reading Instruction in
Special Education (RISE 1), is the first course in an approved distance education
certificate program. It is designed to provide teachers of students with
special needs with evidenced-based procedures to teach a variety of
reading skills.

SPLED 460B: Teaching and Assessing Reading Skills of Students with
Special Needs
3 Credits

Topics include methods for assessing and teaching reading skills
including fluency, word level decoding and comprehension. SPLED 460B
Teaching and Assessing Reading Skills of Students with Special Needs
(3)Teaching and Assessing Reading Skills of Students with Special
Needs (RISE 2), is the second course in an approved distance education
certificate program. It is designed to provide teachers of students with
special needs with evidenced-based procedures to teach a variety of
reading skills.

Prerequisite: SPLED460A

SPLED 460C: Specialized Reading Applications in Special Education
3 Credits

Topics include methods for assessing and teaching reading skills in
vocational competence, functional reading, reading for students with
sensory impairment. SPLED 460C Specialized Reading Applications
in Special Education (3)Specialized Reading Applications in Special
Education is the third course in an approved distance education
certificate program. It is designed to provide teachers of students with
special needs with evidenced-based procedures to teach a variety of
reading skills.

Prerequisite: SPLED460A and SPLED460B

SPLED 461: Introduction to Autism Spectrum Disorders: Issues and
Concerns
3 Credits

Overview of issues, characteristics, and evidenced-based assessment
strategies, and approaches for individuals with autism/PDD. SPLED 461
Introduction to Autism Spectrum Disorders: Issues and Concerns (3)
This course will center on working with individuals having Autism
Spectrum Disorders (ASD) and Pervasive Developmental Disorders
(PDD) in educational and related settings. Topics include an overview of
characteristics and diagnosis, ethical issues in treatment, assessment,
the use of science in treatment approaches, working effectively with
families, and strategies for successful inclusion of students with ASD/
PDD in integrated settings. Course content will be delivered through
DVD lectures, and required as well as supplemental readings. Evaluation
procedures will include on line multiple-choice exams. The course will
be changed to assess students through 6 (v.4) online multiple choice
exams. Multiple choice format offers immediate feedback to students. To
ensure assessment of applications skills, exams will include case studies
in which students must apply skills to areas such as child assessment,
data analysis, and strategies for working effectively with parents.

Prerequisite: EDPSY010 or EDPSY014 or equivalent or admission into
the Professional Development Certificate in Autism or relevant child
development course

SPLED 462: Autism and Applied Behavior Analysis
3 Credits

This course addresses principles of applied behavior analysis and
empiricism related to instruction and special issues affecting individuals
with autism. SPLED 462 Autism and Applied Behavior Analysis (3) This
world campus course will include an overview of basic principles of
applied behavior analysis (ABA) and elements of empiricism and ethics
in educational settings. Course objectives will center on acquisition of
content related to: a) principles of ABA instruction; b) ethical standards
in education; c) best practice interventions for learning; d) strategies for
diagnosing and programming for behavioral issues; e) special issues
affecting individuals with ASD and their families. Course content will be
delivered through DVD lectures, and required as well as supplemental
readings. Evaluation procedures will include on line multiple-choice
exams, and on line assignments.

Prerequisite: 4th semester standing or higher

SPLED 463: Communication and Social Competence
3 Credits

Overview of deficits and strategies in speech, language, and
communication across the Autism Spectrum Disorder. SPLED 463
Communication and Social Competence (3)Communication and Social
Competence is the third course in the 5 course (12 credit) series leading
to the Professional Development Certificate in Autism. All information,

activities, and assignments are through videotaped and web-based learning. Content includes an overview of the deficits in the area of speech, language, and communication across the Autism Spectrum Disorders (ASD). Basic information on the nature of these deficits is provided from both a psycholinguistic model as well as a behavioral model. In addition to information on deficits, the majority of the course content will provide practical information related to intervention.

**Prerequisite:** SPLED461

SPLED 464: Assessment and Curriculum

3 Credits

Overview of screening, diagnosis, and identification of skills in developmental domains and curricula for individuals with autism. SPLED 464 Assessment and Curriculum (3) Assessment and Curricula is the fourth course in the 5 course (12 credit) series leading to the Professional Development Certificate in Autism. All information, activities, and assignments are through videotape and web-based learning. Content includes types of assessment and identification of skills in developmental domains. Practical strategies will be outlined.

**Prerequisite:** SPLED461

SPLED 495: **SPECIAL TOPICS**

3-15 Credits/Maximum of 15

SPLED 495E: Experience with Exceptional Children

3 Credits

Supervised activities with exceptional children in a variety of possible settings, e.g., schools, institutions, day care centers, vocational settings.

**Prerequisite:** a grade of C or better required in SPLED395W, SPLED401, SPLED425 SPLED454. PA Act 34 clearance required. In addition, non-Pennsylvania residents must provide evidence of an FBI background information check. (Forms: 228 Cha

SPLED 495F: Practicum in Special Education

15 Credits

Teaching experience with mildly/moderately disabled children in age appropriate settings, e.g., infant/preschools, schools, vocational/job sites.

**Prerequisite:** a grade of C or better required in SPLED495G. PA Act 34 clearance required. In addition, non-Pennsylvania residents must provide evidence of an FBI background information check. (Forms: 228 Chambers)

SPLED 495G: Experience with an Integrated Inclusion Classroom

3-4 Credits/Maximum of 4

Supervised teaching in integrated general classrooms with activities in assessment, diagnosis, and direct intervention with students in need or with disabilities.

**Prerequisite:** a grade of C or better required in SPLED425, SPLED395W, SPLED401, SPLED412, SPLED454, SPLED495E. PA Act 34 clearance required. In addition, non-Pennsylvania residents must provide evidence of an FBI background information check.