

Special Education (SPED)

Course information contained within the Bulletin is accurate at the time of publication in June 2025 but is subject to change. For the most up-to-date course information, please refer to the Course Catalog.

SPED 5105. Assessment in Special Education. 3 Credit Hours.

This course is designed to provide students with an understanding of assessment theory, the purposes of assessment and specific assessment techniques as they relate to the education of struggling students and students with disabilities. Emphasis is placed both on how assessment is used to identify students with disabilities and how assessment can be used to plan and monitor the effectiveness of instructional practices related to student learning and development in the classroom. We use a problem-solving approach in this course.

Repeatability: This course may not be repeated for additional credits.

SPED 5106. Literacy Instruction for Students with Disabilities. 3 Credit Hours.

The focus of this graduate level course is to provide knowledge of language and literacy for pre-service PreK-12 teachers. In turn, this knowledge will serve as grounding for effective literacy instruction for struggling readers in inclusive settings including students with a wide range of abilities and disabilities. Emphasis will be placed on understanding theories and interventions that surround language acquisition and literacy development for children in Pre-Kindergarten to grade 12 settings, with an additional exploration of how language and literacy are impacted by diversity, various disabilities and atypical behaviors. Attention will be given to basic knowledge about literacy and language development with information on such important topics as: reading components and building-blocks, writing and spelling elements, reading fluency, reading comprehension, and the facilitation of language in the classroom. An equally important theme will be how to actually implement this knowledge in inclusive classrooms through: appropriate assessment practices, research validated literacy interventions, developmental reading programs, evidence-based instructional practices, and content area materials. Other integral parts of literacy and language development, such as co-teaching, collaboration with paraprofessionals and other related support staff, spoken language, communication skill development through assistive technology, and universal design in inclusive classrooms will be examined at the instructor's discretion.

Repeatability: This course may not be repeated for additional credits.

SPED 5107. Understanding and Using Special Education Research. 3 Credit Hours.

This course provides students with an introduction to research methods used in special education. Students will learn how to critically read research and evaluate if practices are evidence-based. The goal of this class is not for students to leave with the ability to design studies, but for students to understand which components are necessary for making causal claims about interventions. Students will leave with tools to select and use evidence-based practices in their classrooms.

Repeatability: This course may not be repeated for additional credits.

SPED 5108. Assistive Technology and Universal Design. 3 Credit Hours.

Repeatability: This course may not be repeated for additional credits.

SPED 5109. Classroom Management and Positive Behavior Support. 3 Credit Hours.

This course provides an in-depth presentation of Positive Behavior Interventions and Supports and its application in classroom systems to prevent challenging behavior and academic failure. Infused throughout the course will be intervention strategies that will allow for the accommodation of all children in the general-education system. The emphasis of the course will be proactive, constructive strategies that prevent, rather than react to, classroom difficulties.

Course Attributes: SI

Repeatability: This course may not be repeated for additional credits.

SPED 5111. Educating Students with Disabilities in Inclusive Settings. 2 Credit Hours.

This course is an introduction to effective strategies for teaching students with disabilities. This course will identify strategies that will aid in student success throughout the middle grade years in the least restrictive environment. Emphasis is placed on evidence based strategies and activities specific to middle grades students, technology in the classroom, and ways to address diversity in today's classroom.

Co-requisites: MGRE 5102, SPED 5187.

Repeatability: This course may not be repeated for additional credits.

SPED 5187. Graduate Assessment Practicum in Early Childhood Special Education. 3 Credit Hours.

This course is field-based with classroom/online experiences and designed to provide students with an understanding of assessment theory, the purposes of assessment and specific assessment techniques as they relate to the education of struggling students and students with disabilities. Emphasis is placed both on how assessment is used to identify students with disabilities as well as how assessment can be used to plan and monitor the effectiveness of instructional practices related to student learning and development in the classroom. We use a problem-solving approach in this course.

Co-requisites: MGRE 5102, SPED 5111.

Repeatability: This course may be repeated for additional credit.

SPED 5201. Students with Moderate to Severe Disabilities: Effective Teaching Strategies. 3 Credit Hours.

This course is an introduction to best instructional practices and strategies for teaching students with a range of moderate to severe disabilities in varied educational settings. The purpose of this course is to identify and understand specific evidence-based strategies that positively impact student success based on student profiles including abilities, disabilities, interests, assessment data, and needs for supports. Emphasis is placed on strategies and activities specific to learners spanning from Pre-Kindergarten through 12th grade. We emphasize and practice collaboration and communication strategies which will be expected of us as professional special educators. In addition, we discuss/analyze appropriate applications of instructional, adaptive and assistive technology in the classroom. Finally, we focus on ways to incorporate/encourage family participation and embrace diversity in contemporary classrooms comprised of diverse learners having diverse abilities and needs.

Repeatability: This course may not be repeated for additional credits.

SPED 5211. Effective Instruction for Students with Disabilities. 3 Credit Hours.

This course is an introduction to effective instruction and strategies for teaching students with disabilities across Pre-K to 12th grade. The purpose of this course is to identify specific strategies that will aid in student success in the inclusive setting. Emphasis will be placed on strategies and activities specific to pre-kindergarten and elementary students, collaboration and communication strategies among professionals, technology in the classroom, and ways in which to address family participation and diversity in today's classroom.

Repeatability: This course may not be repeated for additional credits.

SPED 5287. Integrated Literacy and Special Education Practicum. 2 Credit Hours.

This integrated practicum experience will provide opportunities for students to apply theoretical models and research-based instructional strategies in the area of literacy to middle grades students in inclusive classrooms. Focus will be placed on developmental, cognitive, physical, social, behavioral, processing and learning needs of students and how these needs relate to comprehending written text, specifically for students having disabilities. Particular emphasis will be focused on ways to connect information from the co-requisite literacy methods course and apply this knowledge to students with disabilities in the middle grades classroom. Differentiated instruction, response to intervention, appropriate curricular modification, and authentic assessment related to appropriate instructional decision-making are themes that run throughout this learning experience.

Co-requisites: MGRE 5102, SPED 5111.

Repeatability: This course may be repeated for additional credit.

Pre-requisites: Minimum grade of B- in (EDUC 5402 and MGRE 5101)

SPED 5301. Building Communication in Students with Autism Spectrum Disorder and Severe Disabilities. 3 Credit Hours.

Repeatability: This course may not be repeated for additional credits.

SPED 5302. Effective Teaching Strategies and Academic Interventions. 3 Credit Hours.

This course overviews assessment and intervention strategies for learners with skill deficits. Learners with a diverse set of needs will be discussed in the course (e.g., neurotypical, autism, intellectual disability, emotional and behavioral disturbance, among others). The link between assessment and intervention will be emphasized throughout the course, with attention to effective practices for learners with diverse needs. Students enrolled in the course will learn how to select, administer, score, interpret, and report results for a variety of behavioral assessment methods that will be related to selecting interventions, monitoring student progress, and making decisions based upon data.

Repeatability: This course may not be repeated for additional credits.

SPED 5303. Ethics and Applied Behavior Analysis. 3 Credit Hours.

This course provides the student with an overview of ethical practices and considerations for behavior analysts working across a variety of applied settings, including schools and agencies that support people with disabilities.

Repeatability: This course may not be repeated for additional credits.

SPED 5304. Concepts and Principles of Behavior Analysis. 3 Credit Hours.

This course provides the student with an introduction to the concepts and principles of behavior analysis. Core concepts including motivation, reinforcement, punishment, extinction, and rule governed and verbal behavior will be covered, along with examples of behavior change techniques that employ these concepts.

Repeatability: This course may not be repeated for additional credits.

SPED 5305. Single Subject Research Design. 3 Credit Hours.

This course provides an overview of strategies for designing and conducting single-subject research in special education. Competencies include selection of independent and dependent variables for research, measurement tactics, research design, establishing generality of results, and ensuring the integrity of research procedures. The methods discussed are not specific to any disability or age level; rather, they are a general set of methods for conducting and interpreting single-subject research.

Repeatability: This course may not be repeated for additional credits.

SPED 5401. Students with Mild Disabilities: Effective Teaching Strategies. 3 Credit Hours.

Repeatability: This course may not be repeated for additional credits.

SPED 5402. Effective Transition Practices for Students with Disabilities. 3 Credit Hours.

The focus of this course is to provide knowledge and skill development in the areas of transition planning, self-determination, and collaboration among professionals, families, and students with disabilities in academic, vocational, and community settings. Emphasis will be placed on evidence-based practices in transition to enhance post-school outcomes, including assessment, instructional strategies, and identified predictors of post-school outcomes. Special attention will be given to knowledge about pre-K, elementary, middle school, and secondary transition to postsecondary education and employment, along with information on such important topics as: transition-related legislation; local, state, and national resources; inclusive secondary education; self-determination, family involvement, interagency collaboration, and transition Individualized Education Programs (IEPs).

Course Attributes: SI

Repeatability: This course may not be repeated for additional credits.

SPED 5501. Learning Environments. 3 Credit Hours.

Examination of the context in which exceptional persons learn. Consideration of the influence of multiculturalism, the family, school, social agencies, the media, courts, laws and forces such as inclusion as they affect the learning environment.

Repeatability: This course may not be repeated for additional credits.

SPED 5511. Managing Learning Environments. 3 Credit Hours.

Provides students with the knowledge of a range of alternative management techniques appropriate for facilitating learning in classrooms, within families and in other environments. Multicultural aspects of learning environments are considered.

Repeatability: This course may not be repeated for additional credits.

SPED 5512. Methods and Curriculum. 3 Credit Hours.

An introduction to the appropriate assessment and teaching of persons with disabilities at a variety of age levels. Particular emphasis placed upon the modification of the basic school curriculum.

Repeatability: This course may not be repeated for additional credits.

SPED 5521. Issues in Social, Emotional, and Physical Development. 3 Credit Hours.

The nature, developmental problems, assessment, and educational intervention of physical, perceptual, motor, and socio-emotional problems are studied. Field application including observations, interviews, and trial interventions are required.

Repeatability: This course may not be repeated for additional credits.

SPED 5522. Cognition, Language, and Literacy. 3 Credit Hours.

Deals with the following aspects of language and cognitive development: nature and theory, multicultural aspects, normal acquisition and development, problems in development, assessment and intervention strategies. An attempt is made to link theory and practice.

Repeatability: This course may not be repeated for additional credits.

SPED 5587. Special Education Practicum. 6 Credit Hours.

The special education practicum experience is taken during the final semester of study before completion of the special education teacher preparation program requirements. Eligibility for graduation and recommendation for K-12 Special Education certification is contingent on the successful completion of this practicum. Students are provided with an opportunity to be in a classroom for an extended period of time and to put into practice what they have learned in their special education courses. Over the course of the semester, students will experience, in depth, the full role and meaning of teaching in special education and/or an inclusive classroom. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, participating in the development of IEPs, working collaboratively with other school personnel, and utilizing school and community resources in the instructional program.

Course Attributes: SI

Repeatability: This course may be repeated for additional credit.

SPED 5611. Total Inclusion Seminar. 3 Credit Hours.

Course content focuses on inclusive practices in school, community, and employment settings for students with various degrees of disability.

Repeatability: This course may not be repeated for additional credits.

SPED 5666. Introduction to Special Education. 3 Credit Hours.

This class is a preliminary overview of inclusion and its pervasive, on-going impact on both special and general education. Special emphasis will be placed on: the legal ramifications of inclusion, related terminology, and IEPs; various disability categories; adapting the classroom environment, especially in terms of various behavioral concerns and positive behavioral supports; teaching strategies and assessment practices appropriate to inclusion; and collaborative relationships with parents in inclusive settings. Other topics and miscellaneous resources/best practices will be highlighted at the instructor's discretion.

Repeatability: This course may not be repeated for additional credits.

SPED 8101. Trends and Issues in Special Education. 3 Credit Hours.

Discussion and examination of current topics in special education. We will examine controversial and/or critical issues in special education, which may include: current IDEA definitions (e.g., LD, OHI, ED, and CI), controversial treatments and evidence-based practices, issues with evaluation of students (e.g., RTI, over-representation, testing), special education laws and policies, the role that research plays in education, as well as other topics relating to special education or inclusion.

Repeatability: This course may not be repeated for additional credits.

SPED 8701. Proseminar in Individual Differences. 3 Credit Hours.

Repeatability: This course may not be repeated for additional credits.

SPED 8711. Seminar in Special Education Research. 3 Credit Hours.

A seminar on problems of research as applied to special education.

Repeatability: This course may not be repeated for additional credits.

SPED 8741. Seminar in Exceptionalities. 3 Credit Hours.

Current trends, problems, and issues in special education, teacher education, research, and administration.

Repeatability: This course may not be repeated for additional credits.

SPED 8742. Seminar in Exceptionalities. 3 Credit Hours.

Current trends, problems, and issues in special education, teacher education, research, and administration.

Repeatability: This course may not be repeated for additional credits.

SPED 9187. Practicum in Special Education. 3 to 9 Credit Hours.

Temple will place students at a site. One-half day of practice teaching, five days each week for the full semester.

Repeatability: This course may be repeated for additional credit.

SPED 9287. Practicum in Special Education. 3 to 6 Credit Hours.

Temple will place students at a site. One-half day of practice teaching, five days each week for the full semester.

Repeatability: This course may be repeated for additional credit.

SPED 9387. Practicum in Special Education. 3 to 6 Credit Hours.

Full-time summer practicum. Temple provides the practicum site. Five full days (mornings and afternoons) of practice teaching each week for the full summer semester.

Repeatability: This course may be repeated for additional credit.

SPED 9485. Augmen Comm Empow Intern. 1 to 3 Credit Hour.

Repeatability: This course may be repeated for additional credit.

SPED 9489. Fld Exp Spec Ed Supervis. 3 Credit Hours.

Repeatability: This course may be repeated for additional credit.