

2009

## Special Education (SPED)

Montclair State University

## Special Education

	Prerequisites	SPAN 698.
	Course Description	Continuation of Master's Thesis Project. Thesis Extension will be graded as IP (in Progress) until thesis is completed, at which time a grade of Pass or Fail will be given.
SPED279	Title	Foundation and Philosophy of Inclusive Education.
SPED279	Prerequisites	ENWR 105 or HONP 100.
	Number and type of credits	3 hours lecture.
	Course Description	This course provides an overview of the historical and ideological trends that impact the education of children in inclusive settings. Students explore the historical, political, and legal foundations of inclusive education; principles of inclusive planning, consultation, and collaboration; resources and services for effective inclusion and inclusive transition programs; characteristics of high and low-incidence disabilities; and implications for students with and without disabilities. This course includes a field experience in which students engage in reflective observation of inclusive classrooms.
SPED367	Title	Language-Based Strategies for Inclusive Classrooms.
	Prerequisites	SPED 279 or ECEL 279.
	Number and type of credits	3 hour lecture.
	Course Description	This course focuses on research-based instructional practices for inclusive education. In this course, students explore approaches to reading and writing instruction for students with diverse learning needs and consolidate these into a repertoire of instructional strategies that can be used to meet the needs of students with disabilities at various stages of skill mastery. Procedures addressed in this course are applicable in inclusive as well as more restrictive settings, and address the needs of students from a broad array of cultural, linguistic, and economic backgrounds. Students explore such issues as: special education identification and why large numbers of students fail; the importance of explicit instruction for students with learning problems; lesson planning for multiple learning environments; characteristics of students with mild-to-moderate disabilities in reading, writing, and spelling; components of research-based instruction in reading,

		written expression,, and spelling; modifications, accommodations, and materials for teaching students with disabilities in inclusive settings; and professional standards, including New Jersey Core Curriculum Content Standards (NJCCCS) and New Jersey Professional Teaching Standards.
SPED468	Title	Content Area Strategies for Inclusive Classrooms.
	Prerequisites	SPED 367.
	Number and type of credits	3 hours lecture.
	Course Description	SPED 468 is an extension of SPED 367: Inclusive Methods. The course focuses on inclusive strategies for content area instruction, as well as collaborative planning, teaching, and transition services. In this course students learn to develop instructional approaches for diverse learners. They learn specific practices for teaching math, such as focusing on big ideas, providing explicit links between math lessons and skill, and explicitly teaching both computation and problem-solving. For teaching other content areas, they learn about the strategies instruction model (SIM) and peer assisted learning which incorporate varied approaches for teaching students who struggle to read, write, and organize themselves. Students learn a variety of instructional strategies for diverse learners, drawing on various types of information including Individualized Educational Plans (IEPs). They also explore models of collaboration with other education professionals and paraprofessionals, strategies and tools for effective co-teaching, and transition planning. This course includes a fieldwork component in which students engage in reflective observation and tutoring of students with learning difficulties in inclusive classrooms.
SPED469	Title	Inclusive Methods for Middle and Secondary Schools.
	Prerequisites	SPED 367.
	Number and type of credits	3 hours lecture.
	Course Description	This course enhances the ability of future educators to provide access to the
SPED469	Course Description	curriculum for students with disabilities in middle and secondary schools. Educators learn how to apply principles of developmentally appropriate practice and curriculum design to improve the learning of students who exhibit abilities across a wide range. The emphasis is on research-based and

		practical techniques and strategies that can be utilized in the certification area in an inclusive setting, focusing mainly on the Strategies Intervention Model. Students explore resources for adapting content area curriculum. This course requires a field experience working in schools tutoring students who are experiencing academic or basic skills difficulties.
SPED488	Title	Promoting Prosocial Behaviors in Inclusive Settings.
	Prerequisites	SPED 279 or ECEL 279.
	Number and type of credits	3 hours lecture.
	Course Description	In this course, future teachers develop knowledge of theory and skills of practice related to the development of appropriate prosocial behaviors for students with disabilities within inclusive classroom settings. This course focuses on social behavior and the developmental and environmental factors that influence its expression. Students learn how to conduct a functional analysis of behavior, promote appropriate behavior, and develop a classroom setting that fosters prosocial behaviors. They explore principles of social/emotional learning, social skills development, data collection processes, schedules of reinforcement, monitoring of progress, social problem solving, and the promotion of a positive behavior plan.
SPED566	Title	Creating Curricular Access for Adolescents with Disabilities.
	Prerequisites	SPED 579. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Starting Summer 2016: SPED 586. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI) or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	This course presents an overall view of language development and language disorders as the basis for implementing instruction that attends to language-based learning difficulties. A major focus will be the development of instructional strategies that can be employed in inclusive classroom settings to promote learning across the curriculum. The use of metalinguistic and metacognitive strategies will be stressed. Starting Summer 2016: This course presents an overview of teaching approaches that promote access to content-area instruction for adolescents with disabilities. The course emphasizes the use of assistive technologies to promote access to

		communication and text, and which support the development of language and critical thinking. The use of metalinguistic and metacognitive strategies is stressed. Students develop a repertoire of instructional strategies and technologies that can be employed in inclusive classroom settings. 25 hours of field-based study required.
SPED567	Title	Instructional Planning for Students with Disabilities in Inclusive Settings I. Starting Summer 2016: Instructional Planning for Students with Disabilities in Inclusive Settings.
	Prerequisites	SPED 579. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	This course is designed to provide educators with the skills necessary to meet the needs of students with disabilities in K-5 inclusive classrooms. Educators will learn how to use developmentally appropriate practice and universal design curriculum to enhance the learning of students who display competencies across a wide range. The major focus will be on practical
SPED567	Course Description	techniques and strategies that can be used to provide quality instruction in inclusive settings.
SPED568	Title	Teaching Methods for Inclusive Education.
	Prerequisites	SPED 579. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). Starting Summer 2016: SPED 586. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	This course will enhance the ability of future educators to provide effective planning and instruction for students with disabilities in 6-12 inclusive classrooms. Educators will learn how to apply developmentally appropriate practice and curriculum design to improve the learning of students who exhibit competencies across a wide range. The emphasis will be on practical techniques and strategies that can be utilized in an inclusive setting.

SPED578	<p>Title Prerequisites</p> <p>Special Fee</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Evaluation and Planning for Students with Learning Problems I. SPED 579. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).</p> <p>Special fee.</p> <p>3 hours lecture.</p> <p>This course presents the role of the LDT-C on the Child Study Team, the administration and interpretation of standardized and functional assessment methods for identifying learning difficulties and disabilities, training to facilitate data-based decision making, formulation of an instructional plan based on assessment data, assessment regulations in law code, and legal and ethical issues.</p>
SPED579	<p>Title</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Special Education for Students with Disabilities.</p> <p>3 hours lecture.</p> <p>An overview of instruction for students with special needs; characteristics of special populations, federal and state legislation, educational implications of disabling conditions, principles for instruction and planning for inclusion are presented; community resources and special issues related to the education of students with disabilities are discussed.</p>
SPED581	<p>Title</p> <p>Prerequisites</p> <p>Special Fee</p> <p>Number and type of credits</p> <p>Course Description</p>	<p>Evaluation and Planning for Students with Learning Problems II. SPED 578 and department approval. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).</p> <p>Special fee.</p> <p>3 hours lecture.</p> <p>Continuation of SPED 580 providing advanced training in the identification of and planning for students with learning problems; models for the formulation of assessment plans, administration and analysis of diagnostic batteries, special issues in evaluation, the use of evaluation data to make decisions regarding eligibility and instructional planning are presented; case study methods are used to simulate Child Study Team practice.</p>
SPED583	<p>Title</p> <p>Prerequisites</p>	<p>Educating Students with Moderate/Severe Disabilities. SPED 367 or SPED 567 or SPED 568 (depending on the student's program). Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional</p>

	Number and type of credits	Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). 3 hours lecture.
	Course Description	In this course, students learn about characteristics, etiology/causation, and service delivery options in the education/habilitation of individuals with moderate/severe disabilities. Students explore services for these students
SPED583	Course Description	and current issues and best practices in providing them with education and related services that best meet their unique needs. Students examine the changing role of the teacher in the coordination of ancillary personnel, implementation of empirically based educational programs, educational/behavioral assessment strategies, systematic instructional programming, and assimilation of parents into the educational process. They also explore ecological reviews of curriculum issues such as functional, chronologically age-appropriate activities; community-referenced and community-based instruction; ecological inventories; and knowledge of inclusionary/collaborative strategies for students with moderate/severe disabilities. Students conduct observations in approved schools or programs for persons with moderate/severe disabilities.
SPED584	Title	Assessment and Evaluation in the Inclusive Classroom.
	Prerequisites	SPED 579. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Course Description	This course is designed to be an introduction for pre-service teachers in the field of Special Education assessment and accountability. The course will introduce students to elements of traditional assessment, including record keeping, grading, objective and essay testing, theories of validity as well as authentic, performance, and portfolio assessment. The keeping of anecdotal records, inclusion, heterogeneous groups, and accommodations will also be components of this course. Starting Summer 2016: This course is designed to be an introduction for pre-service teachers in the field of Special Education assessment and accountability. The course introduces students to elements of traditional assessment, including record keeping, grading, objective and essay

testing, theories of validity as well as authentic, performance, and portfolio assessment. The keeping of anecdotal records, inclusion, heterogeneous groups, and accommodations are also key components of this course. 20 hours field-based study required.

SPED585	Title	Technology for Inclusive Classrooms.
	Prerequisites	SPED 579. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Special Fee	Special fee.
	Course Description	The course is designed to provide educators with an understanding of how to use technology as a seamless part of the teaching and learning experience for students with disabilities in inclusive settings. Two main purposes for students with disabilities will be emphasized. Teachers will learn how to provide access to the curriculum for students with disabilities by using the principles of Universal Design for Learning as a framework for curriculum design. They will learn how to utilize technology to meet the unique needs of students with disabilities in order for them to attain maximum independence and participation in all environments.
SPED586	Title	Educational Planning for Adolescents with Disabilities.
	Number and type of credits	3 hours lecture.
	Course Description	This course examines the principles and processes of educational planning for students with disabilities. Topics include: determining eligibility for special services; developing individualized educational programs; planning for transition from school to adult life; and community resources for adults with disabilities. The course provides an overview of disability experiences and diagnostic criteria, and emphasizes collaborative assessment and planning, self-advocacy, and self-determination for individuals with disabilities. 15 hours of field-based study required.
SPED587	Title	Advanced Instructional Techniques for Students with Learning Problems.
SPED587	Prerequisites	SPED 567 or SPED 568. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).



	Number and type of credits	3 hours lecture.
	Course Description	The Learning Strategies Model for assisting students with learning problems to become independent will be used as framework; techniques for inclusion in regular educational settings, collaboration, strategies for planning instruction to meet diverse needs of students with mild disabilities, and special issues related to instruction will be presented.
SPED588	Title	Promoting Prosocial Behaviors in Inclusive Settings.
	Prerequisites	SPED 579. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Course Description	This course is designed to provide future teachers with theory and practice related to the development of appropriate prosocial behaviors within inclusive classroom settings for students with disabilities. This course will focus on behavior and the developmental and environmental factors that influence its expression. Emphasis will be placed on functional analysis of behavior, how to promote appropriate behavior, and how to develop a classroom setting that fosters prosocial behaviors. Principles of social/emotional learning, social skills development as well as data collection, schedules of reinforcement monitoring progress, social problem solving, and promotion of positive behavior plans will be explored.
SPED589	Title	Research in Learning Disabilities.
	Prerequisites	SPED 587 and permission of graduate advisor. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.
SPED590	Title	Practicum: Learning Disabilities Teacher-Consultant.
	Prerequisites	SPED 578, SPED 587, Departmental approval. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	Supervised practice of the Child Study Team process in assessment and

SPED591	Title	planning; administration of evaluation procedures and analysis of results; decision-making regarding eligibility and instructional planning, consultation and collaboration as a member of a Child Study Team will be emphasized.
	Prerequisites	Teaching Organization and Study Skills for the Inclusive Classroom. SPED 469, SPED 568 or SPED 587. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	In this course, future and practicing teachers who work with students with disabilities in middle and secondary school learn how to enable those students to become more effective learners so they can have greater access to the general education curriculum. Increased inclusion has led to higher expectations for students with disabilities and the need to meet the more rigorous demands of the general education classroom. This requires study and organization skills, which students with disabilities often lack as a result of the impact of their disability. In this course, teachers become familiar with research-based study and organization strategies as well as effective instructional methods for systematic and explicit instruction to teach these
SPED591	Course Description	strategies. Through these strategies, they can help students compensate for their disability characteristics and become more independent, engaged learners.
SPED594	Title	Independent Study.
	Prerequisites	Departmental approval. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Course Description	Students select an area of Special Education and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation. May be repeated once for a maximum of 6.0 credits.
SPED595	Title	Medical and Physical Bases of Disabilities.
	Prerequisites	Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional

	Number and type of credits	Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED). 3 hours lecture.
	Course Description	Critical dimensions of the neurological and biological growth in the context of developmental disabilities are discussed. The relevance of the pediatric and neurological examinations for understanding disabilities is provided. The medical treatment of disabilities is presented.
SPED596	Title	Advanced Practicum: Learning Disabilities Teacher-Consultant.
	Prerequisites	SPED 590 and Departmental approval. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	Continuation of SPED 590; students will enroll in SPED 596 to fulfill the 150 hour time requirement and the meeting of competency standards to practice as a Learning Disabilities Teacher-Consultant begun in SPED 590.
SPED597	Title	Practicum and Seminar in Teaching Students with Disabilities.
	Prerequisites	SPED 566, SPED 584, SPED 585, SPED 588, and permission of graduate advisor. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Course Description	This course provides students with direct experience in teaching children and adolescents with special education needs in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams that will help children and adolescents with learning difficulties be successful in regular and special education settings. The emphasis is on instruction of children and adolescents with mild to moderate disabilities. In addition to 90 hours of direct instruction of children and adolescents with special needs in an approved placement, each practicum student must participate in class seminars, conferences and planning sessions.
SPED668	Title	Consultation Methods in Psychoeducational Settings.
	Prerequisites	SPED 587. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).

	Number and type of credits	3 hours lecture, 1 hour other.
	Course Description	This course is designed to provide students with theory and practice about the consultation process. The course will identify a collaborative, problem-solving model of consultation in psychoeducational settings and define the intrapersonal, interpersonal and systemic factors associated with successful consultation. Students will locate consultation cases and function under direct supervision and monitoring. Cross listed with Psychology, PSYC
SPED668	Course Description	668.
SPED680	Title	Selected Topics in Special Education.
	Prerequisites	Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Course Description	Emphasis is on current issues in special education, with the focus on practices to foster inclusion. Topics will vary in accordance with need, concerns, or requests of school districts, teachers, LDT-Cs, or professional organizations desiring additional study in a particular area of special education. Current problems, concerns, research, methods of instruction and assessment, and issues are given priority. Credits are dependent upon number of hours, workshops and/or seminars that are appropriate to the topic. May be repeated twice for a maximum of six semester hours as long as the topic is different.
SPED690	Title	Action Research in Inclusive Settings.
	Prerequisites	SPED 587. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	This course represents a capstone course for graduate students in the process of theory, conceptualization, research methods, operationalization, and analysis in the completion of an action research project. This course will link all of the practical aspects of conducting action research with the scholarly tools that support the cycle of reflective practice, thereby showing prospective and practicing teachers how to make action research a natural part

of their teaching and to utilize action research to enhance inclusive education for students with disabilities. The course will help define action research and clarify its nature, providing a clear description of the relationship between qualitative and quantitative research. Students will then be offered step-by-step procedures for planning, implementing, and evaluating the kind of research projects that help pre-service teachers use their own understanding and expertise to work systematically through finding a solution to the problem they are investigating. Students will make an oral presentation of their project results through a departmentally approved review process or an approved graduate symposium.

SPED691	Title	Issues, Policies and Trends in Inclusive Education.
	Prerequisites	Completion of 12 Graduate credits in the program. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Number and type of credits	3 hours lecture.
	Course Description	The culminating experience for the BA/MAT Dual Certification programs, this course focuses on policies, issues, and trends related to the education of students in inclusive settings. Relevant sociological and cultural perspectives focused on the social construction of disability are examined as well as their implications for the schools. Students synthesize, analyze, and evaluate issues of relevance to inclusive education that will impact their professional careers as teachers in inclusive environments and the future of inclusive education. Students also conduct an empirical research project on inclusion.
SPED692	Title	Culminating Project Extension.
	Prerequisites	SPED 690. Students must be enrolled in a Master of Arts in Teaching (MAT), Instructional Teaching Certificate (CRI), Educational Services Certificate (CRE) or Master of Education (MED).
	Course Description	Continuation of culminating project. Students who do not complete their culminating project in SPED 690 will register for this class and work with a
SPED692	Course Description	faculty mentor until the project is completed. Registration for this class is required each semester until the project is completed.