SPE 536 Differentiating Instruction for Diverse Adolescent Learners  
This course focuses on educating adolescents regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners.

SPE 541 Inclusive Strategies  
Provides an overview of special education, including seminal legislation and current trends. Addresses successful strategies to support students with disabilities in the general education classroom. Examines the empirical basis of methods utilized to meet the New York State Learning Standards and emphasizes collaboration to meet the diverse needs of all learners.

SPE 580 Classroom Management  
Provides an overview of classroom interventions supported by research. Managing group and individual behavior and promoting positive social skills are addressed. The importance of a multidisciplinary team approach to schoolhome collaboration, functional behavioral assessments and behavioral intervention plans is highlighted. Systematic data collection procedures to determine intervention effectiveness are emphasized.

SPE 592 Student Teaching  
Student teaching with a placement in classrooms serving students with disabilities (in grades 1-6). Placement is appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

SPE 593 Student Teaching  
Includes one placement in classrooms serving students with disabilities (in grades 1-6) and one placement in classrooms in childhood general education (grades 1-6). Placements are appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

SPE 595 Clinical-Research Seminar in Autism Spectrum Disorder  
Clinical-Research Seminar in Autism Spectrum Disorder provides graduate students with advanced clinical and research training in autism spectrum disorder (ASD). The course consists of two distinct but interrelated components including (1) classroom instruction and applied training in evidence-based treatment for children with ASD and (2) hands-on research experience during studies being conducted. Students will learn about ASD and evidence-based treatments, and participate in various studies involving high-functioning youth with ASD. Students also serve as a member of a professional research team.

SPE 599 Independent Study  
Independent studies require an application and approval by the associate dean.  
Prerequisite: permission of the instructor, department chair, & associate dean.
SPE 652 Functional Curriculum for Students with Severe Disabilities and ASD
3 Credits
Provides an overview of New York State learning standards for students with severe disabilities. Emphasizes differentiated instruction, accommodations and modifications, assistive technology and assessment utilizing alternative performance indicators. Emphasizes research-based approaches to functional academics, adaptive behavior and life skills, social development, communication, leisure/recreation, employment, community-based instruction and classroom management. Requirements include 25 hours practicum experience.

SPE 653 Behavior Management and Principles of Applied Behavior Analysis
3 Credits
Provides an overview of behaviorism including classical and operant conditioning. Focuses on the principles of ABA and their application in classroom and home environments. Addresses functional behavioral assessments, behavioral intervention, skill acquisition, and data management. Examines existing research on ABA principles and effective interventions for students with behavioral challenges.

SPE 692 Student Teaching
4.5 Credits
Student teaching with a placement in classrooms serving students with disabilities (in grades 7-12). Placement is appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

SPE 693 Student Teaching
9 Credits
Includes one placement in classrooms serving students with disabilities (in grades 7-12) and one placement in classrooms in childhood general education (grades 7-12). Placements are appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

SPE 696 Transition Point Check
0 Credits
Candidates complete the transition point portfolio requirements.

SPE 698 Seminar in Teaching and Assessment
3 Credits
Discusses current issues in Special Education and highlights research findings. Emphasizes application of research-based strategies in classrooms serving students with disabilities across the continuum of services. Requirements include 50 hours practicum experience.