# SPED - Special Education

SPED 524 - Literacy Instruction for Adolescents: Intensive Intervention (4)

Graduate candidates select, adapt, implement and assess reading/writing methods/materials for secondary students with special  needs. The focus on designing interventions that best support academic achievement is emphasized. Thirty-hour practicum required.

Prerequisite: Matriculation in a graduate program, SPED 501, or equivalents, or consent of department chair.

Offered: Spring.

SPED 525 - Development of Communication and Movement (3)

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

SPED 526 - Assessment, Curriculum: Students with Complex Needs (3)

Instructional and environmental adaptations pertinent to facilitating meaningful learning in students with complex learning, movement and sensory needs are discussed.

Prerequisite: Graduate status, SPED 300 and SPED 520.

Offered: Spring (even years).

SPED 531 - Overview of Special Education: Policies/Practices (3)

Review of special education policies/practices will be addressed. General educators will explore teaching strategies, legal/ethical implications, while learning the impact of biases on students/families with exceptionalities in educational settings.

Prerequisite: Admission to and retention in a graduate program; or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 533 - Special Education: Practical Applications (3)

Primary learner characteristics will guide lesson planning, instruction and assessment to address the strength/needs of students with exceptionalities.

Prerequisite: Admission to and retention in a graduate program; successful completion of SPED 531 or consent of department chair.

Offered: Fall, Spring, Summer.

SPED 534 - Involvement of Families in Special Education (3)

Students examine the diversity of parents’ perspectives, values and understanding of educating individuals with special needs. They apply learned knowledge to develop strategies to enhance professional and parent interaction.

Prerequisite: Matriculation in a graduate program or consent of department chair.

Offered: Fall, Spring.

SPED 544 - Families in Early Intervention Programs: Essential Roles (3)

Emphasis is on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed.

Prerequisite: Concurrent enrollment with SPED 669. graduate status or consent of department chair.

Offered: Summer.

SPED 545 - Assistive Technology in the Classroom (3)

Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied activities and materials.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

SPED 546 - Dyslexia in Schools: Assessment and Identification (3)

Principles and procedures of effective assessment for the screening, identification and intervention of students with dyslexia are addressed.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

SPED 547-Literacy: Students with Complex Learning Needs

Applying concepts of literacy to students with complex learning, physical, and sensory needs is the focus. Students demonstrate proficiency in applying literacy practices in a 25-hour required literacy practicum

Prerequisite: READ 534 and SPED 546 or consent of department chair

Offered: Fall

SPED 551 - Introduction to Multicultural Special Education (3)

Students study national/state regulations governing multilingual learners and how they shape practices, and explore theoretical and pedagogical elements in culturally responsive teaching and learning for English/multilingual learners with exceptional needs.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer (annually).

SPED 552 - Dual Language Acquisitions and Intervention (3)

Students examine linguistic structure and theories of first/second language acquisitions with consideration of disability, explore assessment procedures for distinguishing language differences from disorders, and learn linguistic intervention techniques.

Prerequisite: Graduate status, certification in special education, or consent of department chair.

Offered: Annually.

SPED 553 - Content-Based ESL Instruction for Exceptional ELs/MLLs (3)

Students plan and implement instruction that integrates language, literacy, and content instruction for English/multilingual learners with and without special needs, while analyzing instructional approaches for ELs/MLLs’ unique needs.

Prerequisite: Graduate status, certification in special education, SPED 451 or SPED 551, SPED 552, or consent of department chair.

Offered: Annually.