

Special Education (SPED)

Courses

SPED-109. First Year Experience: Gusty Chicago: Explore Your Inner Rush. 3 Hours.

In this course, the student will discover strategies to help him or herself and others learn optimally. The student will visit off and on campus resources to become a robust learner and to learn the many pathways that are available for personal and academic success. Also, the student will communicate orally and in writing about the current field of special education and how it affects the lives of individuals with special needs. The student will obtain an opportunity to gain conceptual understanding of Chicago's resources designed to support and broaden strengths, which are critical in a first year experience.

SPED-272. The Development And Characteristics Of Children And Youth With Exceptional Learning. 3 Hours.

The development and characteristics of children and youth with exceptional learning needs is examined. Exceptionalities include but are not limited to Intellectual Disabilities, Learning Disabilities, Emotional and Behavior Disorders, ADD, Giftedness, Communication disorders, Physical Disabilities, Traumatic Brain Injury, Severe and Multiple Disabilities, Autism, Health Impairments, and Sensory impairments. Emphasis will be on understanding causes, theories and factors associated with the manifestation of various exceptional learning conditions.

Prerequisite: SPED-371 with a minimum grade of C.

SPED-316. Professional Development Of The Special Educator. 1 Hour.

Special Education 316 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prerequisites: All Bachelor of Arts in Special Education coursework (Block I and II) prior to student teaching.

SPED-317. Inclusive Teaching Strategies. 1.5 Hour.

Inclusive Teaching Strategies is designed to provide pre-service teachers with an overview of curricular design and strategies used in teaching students with exceptional learning needs in inclusive elementary school classrooms. Specially designed instructional strategies include the integration of Universal Design for Learning (UDL) tenets to build differentiated learning structures which support learners of varying abilities. The course emphasizes curricular adaptation with focus on anchor skills within Common Core Student Standards (CCSS). The ability to develop instructional plans using multiple means of representation, engagement, and expression will be assessed.

SPED-323. Consultation In Special Education. 3 Hours.

This course is designed to foster effective communication skills in dealing with students, families, school professionals and outside agencies to build collaborative partnerships with an understanding of the roles of responsibilities of various stakeholders. Background, theory, and models of consultation and collaboration, co-teaching, pre-referral interventions and inclusion will be covered. Procedure for assuming leadership roles when planning and conducting collaborative meetings, parent participation and staff development will also be addressed.

SPED-371. Writing Intensive Program: Foundations Of Special Education. 3 Hours.

Presentation of the philosophical and historical foundations of the field of special education. Discussion of existing law, legal applications, current trends, practices, professional behavior and ethical considerations. Overview of methods of inquiry utilized by the profession. Development of professional writing skills used in the field of special education. This course meets the NEIU Writing Intensive requirement for majors in SPED.

Prerequisite: ENGL-101 with a minimum grade of C.

SPED-374. Supervised Field Experience I. 3 Hours.

Students will be placed in a school setting, with supervision, to observe and help teach pupils with disabilities. Emphasis will be placed on higher incidence disabilities. Both primary and secondary school placements will be available.

Prerequisite: SPED-272 with a minimum grade of C.

SPED-376. Teaching Learners With Moderate To Severe Disabilities. 3 Hours.

This course addresses methodologies for teaching individuals with moderate to severe disabilities. Emphasis will be given to the basics of instructional design across the academic and social arena, including assessing and prioritizing skills for instruction, writing goals and objectives and using antecedent and consequence based instructional procedures. The special needs of students with communication deficits, severe cognitive, health and physical disabilities will be addressed.

Prerequisite: SPED-373 with a minimum grade of C.

SPED-377. Supervised Field Experience II. 3 Hours.

Candidates will be placed in a school setting, with supervision, to observe and help teach students with exceptional learning needs. Emphasis will be placed on assessment and the integration of technology appropriate for meeting the needs of diverse learners.

Prerequisite: SPED-373 with a minimum grade of C and SPED-374 with a minimum grade of B.

SPED-379. Managing Behaviors In The Classroom. 3 Hours.

The principles of behavior management will be explored. Topics will include managing student progress, classroom management, student interventions, improving social skills, aggressive behavior, and working with autistic behaviors.

Prerequisite: SPED-272 with a minimum grade of C.

SPED-381. Student Teaching In Special Education. 12 Hours.

Supervised classroom teaching experience combined with seminar discussions. Study of the school community as a social unit; classroom management; candidate teacher's professional disposition and behavior; culture and personality dynamics; instructional/assistive technology; parent/family relationships; diagnoses of disability conditions; recommended teaching techniques and curriculum organization.

Requirement: Passing score on LBS I Exam (#155) and Special Education General Curriculum Exam (#163); Evidence of TB test (negative results); Satisfactory completion of all coursework (major and cognate categories) with acceptable final grades, Acceptable rating (or higher) on all key assessments.

SPED-382. Strategies For Differentiating Instruction For Students With Exceptional Learning Needs. 3 Hours.

This course focuses on evidence-based instructional strategies appropriate for individuals with disabilities who access the general education curriculum. Specialized strategies to build initial acquisition of knowledge and skills in the areas of reading, spoken and written language, mathematics, social/emotional development, and study skills will be addressed, as well as techniques across the curriculum that enable meaningful inclusion of individuals with a range of abilities. Emphasis will also be given to the development and planning of the individualized educational program (IEP).

SPED-383. Informal Assessment And Progress Monitoring. 3 Hours.

Special Education 383 establishes an understanding of the principles of assessment as a means to evaluate and address the academic and/or behavioral needs of students at-risk and students with disabilities. The course provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements (CBM); use outcome data results to plan instruction, appropriate accommodations and modifications, monitor student progress, and use assessment data for problem-solving decision making and special education eligibility.

Prerequisite: SPED-382 with a minimum grade of C.

SPED-384. Instructional Design For Individuals With Exceptional Learning Needs. 3 Hours.

This course focuses on establishing an evidence-based framework for instructional planning appropriate for individuals with exceptional learning needs and grounded in the community assets and real life issues of the learner. Content will address critical features of instructional design including the impact of various cognitive processes and diversity characteristics that impact student learning. Emphasis will be on the developing short-and long-term objectives in an instructional sequence that supports learners' academic and social/emotional learning as well as language/communication needs.

Prerequisite: SPED-382 with a minimum grade of D.

SPED-385. Community Partnership And Advocacy. 3 Hours.

This course provides undergraduate candidates the opportunity to work collaboratively with peers and community partners to identify needs in Chicago and area communities through service learning projects. Candidates will examine key components in the development of effective community partnerships and the cultivation of advocacy/ leadership skills on behalf of students with exceptionalities. Candidates will engage in establishing partnerships among private and/or public organizations for the purposes of evaluating and improving the family-school-community relationship.

Prerequisite: SPED-377 with a minimum grade of B and SPED-379 with a minimum grade of C.

SPED-395. Technology And Special Education. 3 Hours.

Candidates will study administrative, assistive and instructional technology applications in the field of special education. Review of research and practices in the field regarding assistive and instructional technology.

Prerequisite: SPED-272 with a minimum grade of C and SPED-375 with a minimum grade of C and SPED-378 with a minimum grade of C and (SPED-304 with a minimum grade of D or SPED-404 with a minimum grade of D).

SPED-400. Vocational/Career Planning For Adolescents With Disabilities. 3 Hours.

Issues in vocation/career planning for special education secondary students utilizing assessment information, interest, and aptitude findings for vocational/ career planning, including methodology, material, resources, and alternative programs.

Prerequisite: SPED-404 with a minimum grade of C.

SPED-404. Survey Of The Field Of Special Education. 3 Hours.

Review of the legal, psychological, sociological and educational aspects of the lives of children and youth with disabilities including the learning disabled. For students needing 100 hours of clinical experience, arrangements will be made through SPED-404.

SPED-417. Inclusive Teaching Strategies For Secondary Teachers. 1.5 Hour.

Inclusive Teaching Strategies is a course designed to provide candidates with an overview of curricular design and strategies used in teaching students with exceptional learning needs in inclusive secondary school classrooms. Specially designed instructional strategies include the integration of Universal Design for Learning (UDL) tenets to build differentiated learning structures, which support learners of varying abilities. The course emphasizes curricular adaptation with focus on anchor skills within Common Core Student Standards (CCSS). The ability to develop instructional plans using multiple means of representation, engagement, and expression will be assessed.

SPED-451. Creativity. 3 Hours.

Discussion and inquiry into the nature and nurture of creative ability, review of research in creativity, practical application of creative processes, ways to develop creative thinking.

SPED-454. Teaching Gifted Students In The Regular Classroom. 3 Hours.

Overview of teaching strategies, materials and classroom organization to enhance and foster the potential of student who are gifted and talented.

SPED-466. Assessing Students With Limited English Proficiency (LEP) And Disabilities. 3 Hours.

This course provides an overview of strategies and instruments that can be used to assess the academic and social behavior of pupils with limited English proficiency identified as or suspected of having special education needs.

Prerequisite: SPED-404 with a minimum grade of C and SPED-409 with a minimum grade of C and SPED-410 with a minimum grade of C.

SPED-467. Teaching Students With Limited English Proficiency (LEP) And Disabilities. 3 Hours.

This course will provide a theoretical framework to critically analyze the problems faced by students with LEP and special needs. The focus of the course is on instructional practices and approaches which seem to be effective with handicapped language minority students.

Prerequisite: SPED-404 with a minimum grade of C and SPED-409 with a minimum grade of C and SPED-410 with a minimum grade of C.

SPED-470. Administration And Supervision In Special Education. 3 Hours.

Introduction to special education administration including legal and financial aspects, staff and community relations, mainstreaming, facilities and curricular design; students will have an opportunity to solve problems using case studies and simulated materials.

SPED-481. Principles Of Diagnosis And Teaching The Child With Special Needs Aged Three To Six Years. 3 Hours.

Principles of diagnosis and teaching the young child with special needs. Aspects of assessment include screening, formal and informal tests, and use of diagnostic information to plan individualized educational program. Theory and practice of teaching techniques for the young child with special needs; discussion of the role of the special education teacher in working with other members of the multidisciplinary team and with parents. Current research and issues.

SPED-482. Principles Of Diagnosis & Teaching The Child With Special Needs: Birth To Six Years. 3 Hours.

This course applies the principles of diagnosis and teaching infants, toddlers and young children with special needs. Students will use diagnostic information to design an individual family service plan and individualized education program. Topics include theory and practice of instructional techniques, adaptations, and modifications for infants, toddlers and young children with special needs. Course content will also address the role of the special educator in working with other members of the multidisciplinary team and with parents. Current research and issues will be reviewed.

SPED-483. Working With Parents Of Young Children With Special Needs. 3 Hours.

This course will develop skill in working with families of young (birth to six year old) children with special needs. Issues such as family systems approaches, communication skills, parent empowerment, legal rights and working with service agencies are covered.

SPED-484. Psychology Of Language And Cognitive Development. 3 Hours.

This course introduces the student to the basic concepts of developmental psycholinguistics and the principles of intervention in language processes.

SPED-488. Practicum In Early Childhood Special Education: Teaching Young Children With Special Needs. 3 Hours.

Advanced supervised professional clinical experience in educating young infants, toddlers, or preschoolers with special needs in an appropriate setting; seminar discussions.

Prerequisite: SPED-481 with a minimum grade of C and SPED-482 with a minimum grade of C and SPED-483 with a minimum grade of C and SPED-502 with a minimum grade of C and (ECED-403 with a minimum grade of C or ECED-338 with a minimum grade of C).

SPED-490. Research Seminar In Special Education. 3 Hours.

Review of research literature on special problems in exceptionality. Research project under the supervision of a faculty advisor.

SPED-491. Thesis Credit In Special Education. 3 Hours.

Research project within the area of applicant's field of specialization.

SPED-494. Research Seminar In Exceptionality. 3 Hours.

Experimental method applied in a group research project in a specialized area of exceptionality.

SPED-500. Research I:Special Education. 3 Hours.

Communicate orally and in writing about the current research in the field of special education and how it affects the lives of individuals with special needs.

SPED-501. Characteristics Of Children And Youth With Disabilities. 3 Hours.

Review the psychological, sociological, and educational aspects of the lives of children and youth with disabilities, including legal foundations of special education services. Additionally, graduate students will be able to address the unique needs of working with children/adolescents with disabilities from culturally/linguistically diverse backgrounds as well as demonstrate initial skills in professional reflections as educators.

SPED-502. Language, Learning And Cognition. 3 Hours.

This is a graduate level human development course emphasizing cognitive and language development and acquisition and how these processes impact learning throughout the lifespan. Major learning theories and their implications for practice will be examined. Candidates will examine course concepts from the vantage point of supporting the learning of diverse students.

SPED-503. Foundations Of Special Education. 3 Hours.

This course examines the historical, philosophical and legal aspects of education that have defined the field of special education.

SPED-504. Assessment I: Principles Of Educational Assessment In Special Education. 3 Hours.

Special Education 504 establishes a foundational understanding of the principles of formal and informal assessment to evaluate and address the academic and behavioral needs of students with disabilities. It provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements, utilizing ascertained score results to plan instruction and monitor student progress, a working understanding of the principles and practices of Response to Intervention, and understanding of critical considerations in working with students from culturally/linguistically diverse backgrounds.

Requirement: Earned minimum grade of C in program courses with no more than 2 'C' grades.

SPED-505. Consultation & Collaboration. 3 Hours.

This course prepares the special educator to develop collaborative relationships with a variety of stakeholders and to serve as an informed professional resource for school personnel and families. Topics covered include inclusion, consultation needs, conferencing techniques, collaboration models, in-service education and parent education supports and programs. Also, issues, resources and strategies for integration and transition of students from most restrictive to least restrictive environments will be addressed with emphasis on students who exhibit behavioral challenges.

Requirement: Earned minimum grade of C in program courses with no more than 2 'C' grades.

SPED-506. Instructional & Assistive Technology In Special Education. 3 Hours.

This course prepares special educators to understand, implement and utilize technology, fostering learning and social outcomes within the context of the Least Restrictive Environment. The course examines special technology used in the assessment and implementation of technology. The legal ramifications of selecting and operating assistive devices are also covered. The relationship of technology theory is also included.

Requirement: Earned minimum grade of C in program courses with no more than 2 'C' grades.

SPED-507. Clinical Experience I: Fundamentals Of Teaching. 2-3 Hours.

Candidates work on-site in special education programs where services are provided for children and youths with special needs with mild to moderate disabilities. The focus of this experience is on assessing student learning needs and making sound instructional recommendations for students with disabilities who access the general education curriculum. Field-based settings allow candidates to engage in assessment, lesson planning and collaborative activities in school settings.

Requirement: Earned minimum grade of C in program courses with no more than 2 'C' grades.

SPED-507A. Clinical Experience I: Fundamentals Of Teaching. 2 Hours.

Candidates work on-site in special education programs where services are provided for children and youths with special needs with mild to moderate disabilities. The focus of this experience is on assessing student learning needs and making sound instructional recommendations for students with disabilities who access the general education curriculum. Field-based settings allow candidates to engage in assessment, lesson planning and collaborative activities in school settings. SPED-507A is for students who were admitted prior to FA-2020.

SPED-508. Methods II: General Curriculum & Methods In Special Education. 3 Hours.

This course addresses general principles of teaching, including the modifications/ adaptations for individuals (P-21) with disabilities who access the general education curriculum. Candidates will apply individualized goals and planning in the context of the general education curriculum.

Prerequisite: SPED-506 with a minimum grade of C and LTCY-402 with a minimum grade of C.

SPED-509. Methods I: Specialized Curriculum & Methods In Special Education. 3 Hours.

This course develops candidates' ability to understand the theoretical basis for and implementation of evidence-based strategies to facilitate the meaningful inclusion of students with mild to moderate disabilities in the least restrictive environment. Methodology and strategies to promote development of reading, oral and written expression in the content areas, including language arts, mathematics, science and social studies instruction will be addressed, as well as strategies to support students' social and emotional development. Candidates will demonstrate understanding of Universal Design for Learning to address individual student needs including individual educational goals and objectives.

SPED-510. Methods III: Strategies Of Behavior Management. 3 Hours.

Graduate candidates with the principles of applied behavior analysis, positive behavioral supports, and other contemporary approaches for behavior management. Additionally, candidates will be able to address the unique needs of working with children/adolescents with disabilities from culturally/linguistically diverse backgrounds.

SPED-511. Methods IV: Alternative Programming And Curriculum In Special Education. 3 Hours.

This course addresses the programming and curriculum issues for students with moderate to severe disabilities who, because of the nature of their disabilities require alternative programs and/or curriculum adaptations within the context of the Least Restrictive Environment.

Requirement: No more than 2 C grades in program.

SPED-512. Clinical Experience II: Intermediate Teaching. 2-3 Hours.

The purpose of SPED-512 is to involve candidates in working on site in special education programs where services are provided for children and youths with moderate to severe disabilities. It provides initial special education candidates opportunities to apply and reflect upon elements of teaching including instructional design based on the strengths, characteristics, cultural assets and needs of the learner, assessment of student learning, engagement of the learner and implementation of evidence-based strategies in the field. Candidates will learn more about the collaborative role special educators play within the context of the Least Restrictive Environment.

Prerequisite: SPED-507 with a minimum grade of C and SPED-509 with a minimum grade of C.

SPED-512A. Clinical Experience II: Intermediate Teaching. 2 Hours.

SPED-512A involves candidates in working on site in special education programs where services are provided for children and youths with moderate to severe disabilities. It provides initial special education candidates opportunities to apply and reflect upon elements of teaching, including instructional design, based on the strengths, characteristics, cultural assets and needs of the learner, assessment of student learning, engagement of the learner and implementation of evidence-based strategies in the field. Candidates will learn more about the collaborative role special educators play within the context of the Least Restrictive Environment. This course is for students admitted prior to Fall 2020.

Prerequisite: SPED-507 with a minimum grade of C and SPED-509 with a minimum grade of C.

SPED-513. Assessment II: Applied Diagnostic Testing. 3 Hours.

Techniques of testing and interpretation of tests in educational diagnosis, familiarity with commonly used assessment instruments, techniques and practice in administering individual diagnostic tests, methods of informal assessment, and interpretation of clinical reports.

Prerequisite: SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C.

SPED-514. Student Teaching In Special Education. 3,6 Hours.

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21). Applied teaching will be combined with seminar discussions and required assignments.

Requirements: Program approval.

SPED-514A. Student Teaching In Special Education. 3 Hours.

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21). Applied teaching will be combined with seminar discussions and required assignments. SPED-514A is for candidates who entered the program prior to Fall of 2020.

Requirements: Program approval

Prerequisite: SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-520 with a minimum grade of C.

SPED-514B. Applied Diagnostic Teaching In Special Education. 3 Hours.

The candidate will participate in supervised professional experiences in the William Itkin Children's Service Clinic in the role as a graduate clinician. Diagnostic teaching will be combined with seminar discussions and required activities.

Prerequisite: SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-513 with a minimum grade of C.

SPED-516. Professional Development Of The Special Educator. 1 Hour.

SPED-516 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prereq.: All Master of Arts in Special Education coursework (Block I, II and III) prior to student teaching.

SPED-518. Practicum In Special Education. 3 Hours.

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21) in the Least Restrictive Environment. Applied teaching will be combined with seminar discussions and required assignments.

Prerequisite: SPED-501 with a minimum grade of C and SPED-503 with a minimum grade of C and SPED-506 with a minimum grade of C and SPED-504 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-513 with a minimum grade of C.

SPED-519. Collaborative Relationships In Special Education. 3 Hours.

SPED-519 prepares advanced credential special education candidates to develop skills and dispositions, which promote leadership in collaborative relationships relating to students with disabilities in school settings. Collaboration with a variety of stakeholders, including peer teachers, parents, community agencies, and related service providers, will be examined. Topics covered include the culture of schools, conferencing techniques, mentoring new teachers, and in-service education. Clinical experience involves mentoring a novice special education teacher.

SPED-520. Assessment Lab-Applied Diagnostic Assessment. 3 Hours.

Graduates students will apply assessment principles to design an instructional sequence for children/youth with disabilities served a clinical setting.

Prerequisite: SPED-504 with a minimum grade of C and SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-511 with a minimum grade of C.

SPED-521. Issues & Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder. 3 Hours.

This course presents the knowledge and skills necessary for the professional to understand issues and demonstrate interventions appropriate for individuals with Autism, PDD, and low incidence disorders and syndromes. Content will address cognitive, language, and behavioral/social characteristics, methods and applications in working with and on behalf of these individuals. Emphasis will be on supporting and promoting improvements in the areas of behavior and communication.

Prerequisite: SPED-522 with a minimum grade of C and SPED-523 with a minimum grade of C.

SPED-522. Foundations & Practices In Challenging Behaviors. 3 Hours.

This course presents the knowledge and skills necessary for the professional to understand the philosophical, historical and legal foundations addressing the management of behavior and to apply various individual and group strategies to meet the needs of individuals who demonstrate challenging behavior in a variety of educational settings.

SPED-523. Educational Assessment & Planning For Positive Behavior Management. 3 Hours.

This course presents the knowledge and skills necessary for the professional to interpret various methods of assessment and diagnoses in order to meet the individual needs of students with emotional and behavioral disorders.

SPED-524. Practicum In Behavior Disorders. 3 Hours.

This course involves candidates in working on-site in special education programs where services are provided for children and youths with behavioral disorders. Through guided support, candidates employ the advanced elements of behavioral intervention and planning, including the assessment and diagnosis of behavioral disorders and use of functional behavioral analyses (FBA) to support effective intervention strategies. These elements will be applied in field-based settings to allow students, through direct interaction and facilitation of learning, to learn more about the children and youths' characteristics and needs and school-based programming within the context of the least restrictive environment (LRE).

Prerequisite: SPED-522 with a minimum grade of C and SPED-521 with a minimum grade of C and SPED-523 with a minimum grade of C.

SPED-525. Alternative Assessment & Test Accommodations. 3 Hours.

This course presents the knowledge and skills necessary for the professional to apply various methods of assessment in order to meet the individual needs of students with disabilities. Content will address alternative assessment methods, test accommodations, and applied curriculum based assessment. The instructor will model collaboration and consultation skills for working with families and other professionals.

SPED-526. Adaptations Of Curriculum. 3 Hours.

This course provides instruction to students in making adaptations and accommodations to the general curriculum based on an understanding of the academic and non-academic needs of learners with special needs. It prepares the learner to understand how students differ in their approaches to learning, and how to design and adapt instruction to engage all learners, promote positive interactions and develop students' intellectual, social and personal development. Course content will also address sources of specialized materials and resources for assistive technology. Methodology to support the curriculum infusion of real life issues will also be addressed.

SPED-527. Language Based Disorders. 3 Hours.

This course addresses the development of auditory and visual symbol systems from the perspective of psycho-neurological learning research. Listening, speaking, reading and written language will be covered. The relationship of these symbol systems to the underlying semiotic function will be emphasized. Diagnosis and remediation of disorders of auditory and visual symbol systems will be covered in depth.

SPED-528. Teaching Mathematics To Individuals With Special Needs. 3 Hours.

This course will address the issues of assessment and remediation in mathematics for individuals with special needs. It is based on the understanding that competence in mathematics is a necessity for effective resolution of psychosocial and cognitive developmental life tasks, and as a means of assuring a good quality of life. Candidates will examine the scope and sequence of mathematics curriculum, assessment of mathematics-based learning disabilities, and strategies for teaching mathematics to learners with special needs.

SPED-529. Curriculum Practicum. 3 Hours.

This course provides opportunities for students to employ, under supervision, methods and procedures useful for the successful support of learners with special needs in the regular education curriculum. Such guided experiences include the use and modification of assessments, development of curriculum for an individual learner, modification and adaptation of curriculum appropriate to the students learning style, modification of learning environments to meet individual needs, monitoring and assessing the success of curriculum adaptations as well as the selection of research supported instructional strategies.

Prerequisite: SPED-526 with a minimum grade of C and SPED-527 with a minimum grade of C and SPED-525 with a minimum grade of C.

SPED-530. Capstone Project. 3 Hours.

This course requires candidates for the LBS II Masters Program to apply relevant research to their area of inquiry and utilize this research to write a master's level research paper or conduct an applied clinical/action research project. While papers and projects are individual in nature, each candidate is expected to follow a prescribed procedure under the direct guidance and supervision of the instructor.

Prerequisite: (SPED-525 with a minimum grade of C and SPED-526 with a minimum grade of C and SPED-527 with a minimum grade of C and SPED-528 with a minimum grade of C) or (SPED-505 with a minimum grade of C and SPED-521 with a minimum grade of C and SPED-522 with a minimum grade of C and SPED-523 with a minimum grade of C).