

SPED - Special Education | Grad

SPED 5010 Differentiated Mathematics Instruction (3)

This is a special topics course designed to explore the literature and current practices in differentiating math instruction in K-12 classrooms. The primary objective of this class is for students to advance their professional knowledge, skills and practice for effectively teaching mathematics through differentiated instruction. An additional emphasis will be placed on response to intervention and students will learn how to assess mathematics formatively and develop strategies and interventions that target specific math difficulties. **Prerequisite:** MTHC 4310 or permission of the advisor.

SPED 5020 Assistive Technology for Students with Special Needs (2-3)

This course focuses on hardware and software designed for persons with disabilities. Students will carry out a hands-on project designed to provide educators with the tools needed to evaluate hardware and software in relation to a student's specific disability.

SPED 5030 Students with Mild/Moderate Disabilities (3)

Students in this course study mild/moderate disabilities, including learning disabilities, behavior disorders, mental retardation, physical disabilities and other health impairments. Course content focuses on the identification and characteristics of students with mild to moderate disabilities in each category. Topics explored also include historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions and educational models.

SPED 5050 Language Development (3)

This course examines language development in children and youth with and without disabilities. Evaluation of language delays, differences and disabilities are reviewed. Language intervention activities for English Language Learners and students with disabilities as well as English language arts education instructional strategies are covered. **Prerequisite:** SPED 5860 or permission of the advisor.

SPED 5090 Special Education Practicum (1-3)

Practicum experiences and requirements vary by emphasis area. Location, field experience and identity of the practicum supervisor will be decided upon in each practicum situation. May be repeated for credit if content differs. **Prerequisites:** Advisor permission; completion of coursework in the specific area of the practicum, including a minimum of 3 credit hours from the Webster University School of Education.

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and ethical behavior needed to ensure a high quality of practice in special education. This course uses and is aligned with the Council for Exceptional Children (CEC) Standards and Code of Ethics.

SPED 5285 Understanding and Responding to Trauma in Schools (3)

This course increases student's awareness and understanding of trauma, increasing their knowledge to create a trauma-sensitive environment. This course will introduce students to the impact of trauma or stress on the brain and how it effects a student's ability to function in the school environment. This course will focus on helping professionals understand the impact of trauma and stress on both students and staff. This training is designed to support professionals in becoming more trauma informed, resulting in reduced stress in the classroom; increased student time in class; decreased suspensions and behavioral referrals; and increased empathy for students and families. This seminar is based on the Neurosequential Model of Therapeutics (NMT), developed by Dr. Bruce Perry and the Child Trauma Academy.

SPED 5290 Co-Teaching and Collaborative Practices for the 21st Century Classroom (3)

This course focuses on co-teaching methods, professional collaboration, including teachers working together as well as students working together. Participants will learn to use the six types of co-teaching approaches, a variety of collaborative structures, effective collaboration and cooperative teaching techniques, problem solving methods, effective communication and negotiation techniques and devices for enhancing content and learning. The course is designed for general and special education teachers, reading specialists, ELL teachers, corporate trainers who have to co-teach, as well as other educational professionals, who co-teach, serve on problem-solving teams and consult in schools.

SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities and Autism (3)

This course examines the use of standardized and ecologically based assessments in all areas of skill development. Coursework includes the opportunity to examine and use a number of different assessments designed for students with severe developmental disabilities and autism.

SPED 5312 Curriculum and Methods of Teaching Students with Severe Developmental Disabilities and Autism (3)

This course examines the development and implementation of chronologically age-appropriate functional curriculum for students with severe developmental disabilities or autism in integrated settings. Curriculum and instructional strategies in the areas of domestic skills, vocational skills, leisure skills, and community access skills are covered as well as skills in the embedded areas of communication, social, motor, and functional academics.

SPED 5313 Augmentative and Alternative Communication for Students with SDD and Autism (3)

This course introduces strategies for enhancing the functional communication skills of students with severe developmental disabilities or autism. The use of aided and non-aided augmentative strategies are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach.

SPED 5314 Children and Youth with Emotional and Behavioral Disorders (3)

This course examines current knowledge and theory of the educational, sociocultural, psychological, and biological factors that influence children and youth with, or at risk for, emotional and behavioral disorders. The course content focuses on current issues and practices regarding characteristics, identification, and assessment procedures specific to this population of students with disabilities.

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the Behavior Analyst Certification Board are studied, through comparative analysis of case studies.

SPED 5330 Legal Issues in Special Education (3)

Students review the laws governing special education at the federal level through

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frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to promote positive behaviors and school safety. Response to Intervention (RTI) focuses more on academic screening, intervention and monitoring. The emphasis of this course is the understanding of the RTI/PBIS procedures and the various applications of RTI/PBIS within schools and individual classrooms, as well as an introduction to tier 1 academic instruction (core curriculum).

SPED 5701 Universal School-Wide PBIS (3)

This introduction to the concepts and processes of Positive Behavioral Interventions Supports (PBIS) will focus on school-wide implementation (tier 1 behavior). School-wide implementation includes understanding roles and functions of the

