

Endorsement: Learning Disabilities K-12 (30 – 31 s.h.)

SED 5330 Transition Planning Issues & Practices 3 s.h.

The legal basis and practices of transition planning, articulating both philosophical and pragmatic concerns. The unique needs of students experiencing learning disabilities are considered in light of the demands posed by various curriculum areas, situations and settings. Course participants will acquire skills and techniques designed to help students experience less dependence on caregivers and greater independence in school settings and the broader community.

SED 5500 Methods of Teaching Students with Mild Disabilities 3 s.h.

Prerequisite: SED 5450. Overview and analysis of special education practices based on current learning theories and research findings related to teaching students who experience high incidence learning and behavior problems. Specific procedures for planning and delivering instruction in both academic and non-academic areas will be reviewed. Specific topics addressed include: social skill development, pre-vocational and vocational training, general curriculum modification and accommodation strategies.

SED 6090 Formal and Informal Assessment 4 s.h.

Prerequisite: SED 5450. Students become skilled in the administration, interpretation and reporting of educational evaluations. Emphasis on the selection of instruments, administration, scoring, interpreting, and recommendation aspects of the evaluation process, examining formal and informal tests in oral and written language, reading, and mathematics and emphasizing an understanding of the psychometric properties of assessment methods. The content of the course familiarizes students with the nature and purpose of psychological assessment. Practitioners develop and refine diagnostic skills that assist in the understanding and improvement of student learning.

SED 6220 Consultation and Collaboration (Modified Course) s.h.

An overview of the staff and parent interaction roles and responsibilities of teacher consultant in inclusive settings. The distinct and differentiating characteristics of consultation and collaboration delineated, and extensive guided practice opportunities are afforded to students in both areas. Inter-agency collaboration strategies are presented and students review and discuss selected pieces of broader ranging organizational change literature.

LD 5350 Psychological Issues in Learning Disabilities 3 s.h.

Review of current psychological research on P-12 grade students with learning disabilities in academic skills, attention, behavior, and other functions. Emphasis on stage-related issues in several developmental domains; neurological, cognitive, and socio-emotional. Implications for development and learning are considered within the contexts of culture/ethnicity, family systems, and gender. Psychologically-based service delivery models for teaching and related professions also are discussed.

LD 5450 Learning Disabilities 3 s.h.

An introduction to the field of learning disabilities: the inception of the field to present day practices and theoretical models; current definitions of learning disabilities which address etiological factors and characteristics associated with the condition; the components of the IEP document, including associated regulatory mandates; research findings regarding service delivery models; and program interventions used in public and private schools for learning disabled students.

LD 5720 Diagnostic and Remedial Techniques in Reading 3 s.h.

Study of identification of reading and associated problems and the causes and correlates of reading disabilities. Emphasis placed on informal testing procedures, planning for instruction, and implementing and evaluating remedial programs for students with disabilities

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LD 6010 Language Problems in the Learning Disabled Student 3 s.h.

Key concepts and essential framework for understanding language development and language learning disorders in the learning disabled population. Emphasis on identifying language disorders, analyzing patterns of language deficits, and approaches. Specific intervention procedures tailored to patterns of language impairment are presented. Special emphasis on the interrelatedness of disorders of spoken (listening and speaking) and written (reading and writing) language development and disorders.

LD 6500 Student Teaching: Learning Disabilities 5 s.h.

Prerequisite: Admission to student teaching. To be taken with the learning disabilities seminar, LD 6930. Required when LD is the initial special education endorsement. Student teachers apply theory to practice with a focus on formal and informal assessments, instructional planning and implementation, behavioral assessments and supports, and collaborative partnerships with parents and allied service providers. 300 hours of professional field experience required.

LD 6700 LD Practicum I 2 s.h.

LD 6720 LD Practicum II 2 s.h.

Prerequisite: Admission to student teaching. To be taken with the learning disabilities seminar, LD 6930. Required when the LD endorsement candidate has prior special education endorsement(s). Applying theory to practice, emphasizing academic and behavioral assessments, instructional planning and implementation, and professional competencies of special education teachers. Students complete 90 hours of practice in each of LD 6700 and LD 6720.

LD 6930 Learning Disabilities Seminar 1 s.h.

To be taken with LD 6500 or LD 6700-6720. Seminar to support students as they practice and integrate **teaching behaviors stemming from “best practice” and empirical research**. Students are given opportunities to evaluate and reflect on the effectiveness of their teaching in the classroom, a critical attribute of good educators. Current issues in education, special education and the field of Autism Spectrum Disorders are discussed in the traditional seminar format. Students are given reading assignments to critically analyze, which lay the foundation for class discussions.