

GRADUATE SPECIAL EDUCATION

| Clusters | SPED 561 (2006) | SPED 462 (2006) | SPED 601 (2006) | SPED 602 (2006) |
|-----------------------------------|--|-----------------|--|-----------------|
| One : Expectations/Whole Child | <ul style="list-style-type: none"> • Definitions and identification of students with special needs • Historical views of diversity | | <ul style="list-style-type: none"> • Range of individual abilities • Prepare individuals to exhibit self-enhancing behavior | |
| Two: Cultural Analysis | <ul style="list-style-type: none"> • Impact of dominant culture | | | |
| Three: Communication | <ul style="list-style-type: none"> • Relation to other agencies • Family systems • Potential impact of differences | | <ul style="list-style-type: none"> • Communicate assessment results to team members • Involve individual and family in goals and progress • All aspects of assessment | |
| Four: Assessment | <ul style="list-style-type: none"> • Assessment and evaluation of students with special needs | | <ul style="list-style-type: none"> • Influences of diversity on assessment results | |
| Five: Strategies | <ul style="list-style-type: none"> • Due process rights • Varied technology | | <ul style="list-style-type: none"> • Metacognitive strategies • Adaptation of materials • Develop instructional content to address diversity | |
| Six: Special Strategies | <ul style="list-style-type: none"> • Best practices for dealing with deviance and behavior problems for disabled students • Laws, policies and ethical principles • Rights and responsibilities • Articulate reasons for overrepresentation of culturally distinguished diverse students | | <ul style="list-style-type: none"> • Procedures to increase individual self management • Adapt curriculum • Develop and implement IERs | |

| | SPED 603 (2006) | SPED 604 (2006) | SPED 605 (2006) | SPED 691 (2006) |
|----------------------------------|--|-----------------|---|-----------------|
| One: Expectations/Whole Child | <ul style="list-style-type: none"> History of culturally diverse groups Characteristics of exceptional learners Cultural and linguists difference in language | | | |
| Two: Cultural Analysis | <ul style="list-style-type: none"> Impact of dominant culture Variations across cultures Personal and cultural biases | | | |
| Three: Communication | <ul style="list-style-type: none"> Relation to agencies Role of families Impact of differences Effective social interactions | | <ul style="list-style-type: none"> Effective communication and collaboration with others Concerns of parents Roles of all in planning an IEP | |
| Four: Assessment | <ul style="list-style-type: none"> Assessment practices Models and strategies for collaboration | | <ul style="list-style-type: none"> Methods for formal observation, evaluation and feedback | |
| Five: Strategies | <ul style="list-style-type: none"> Variety of instruction Variety of materials Instructional planning for deficiencies | | <ul style="list-style-type: none"> Group problem solving skills | |
| Six: Special Strategies | <ul style="list-style-type: none"> Continuation of placement services | | <ul style="list-style-type: none"> | |