SPECIAL EDUCATION/COMMUNICATION DISORDERS

Undergraduate Program Information
The Department of Special Education/Communication Disorders offers two undergraduate programs that prepare professionals to work with exceptional populations in school, community, hospital and residential settings. The Special Education program prepares students to provide educational services to individuals with disabilities. The Communication Disorders program provides training for students interested in speech-language pathology or audiology.

Graduate Program Information
The Department of Special Education/Communication Disorders offers programs designed for students with career goals as master special education teachers, special education consultants and directors, and speech-language pathologists, or as higher education faculty in the fields of Special Education and Communication Disorders. The program in Special Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Council on Academic Accreditation (CAA) accredits the program in Communication Disorders.

The department offers the following programs leading to a Master's degree:
- MA in Communication Disorders
- MA in Special Education

The department offers the following programs leading to a Doctoral degree:
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

For detailed information about these programs, including graduate admissions requirements, please view the degree pages in this catalog or contact the department at 575-646-2401 or http://spedcd.nmsu.edu/.

Degrees for the Department

Communication Disorders - Bachelor of Science in Education (http://catalogs.nmsu.edu/nmsu/education/special-education-communication-disorders/communication-disorders-bachelor-science-education)

Special Education - Bachelor of Science in Education (http://catalogs.nmsu.edu/nmsu/education/special-education-communication-disorders/special-education-bachelor-science-education)

Communication Disorders - Master of Arts (http://catalogs.nmsu.edu/nmsu/education/special-education-communication-disorders/communication-disorders-master-arts)

Special Education - Master of Arts (http://catalogs.nmsu.edu/nmsu/education/special-education-communication-disorders/special-education-master-of-arts)

Special Education - Doctor of Education (http://catalogs.nmsu.edu/nmsu/education/special-education-communication-disorders/special-education-doctor-education)

Special Education - Doctor of Philosophy (http://catalogs.nmsu.edu/nmsu/education/special-education-communication-disorders/special-education-doctor-philosophy)

Minors for the Department
Special Education - Graduate Minor (http://catalogs.nmsu.edu/nmsu/education/special-education-communication-disorders/special-education-graduate-minor)

Professor, Robert Wood, Interim Department Head

Associate Professors: Rhein, Salas, Valdez; Assistant Professors: Keeley, Lehnert-Lehouillier (Interim Program Director in Communication Disorders), Mishra, Mohapatra, Potter (Program Director in Special Education), Ramdoss, Rau, Sherrow, College Assistant Professors: Choudhury, Cobos, Mason, Trammel-Yeboah; Emeritus Professors: Farmer, Gallegos, Poel

M. Choudhury, Au.D. (Arizona School of Health Sciences); A. Cobos, MA (Arizona State University) dysphagia; R. Keeley, Ph.D. (New Mexico State University) inclusive classroom interventions, high incidence disabilities, secondary special education; H. Lehnert-Lehouiller, Ph.D. (State University of New York at Buffalo) speech science, phonetics, voice & speech sound disorders; L. Mason, Ed.D. (University of Northern Colorado) visual impairment, orientation and mobility, literacy; S. Mishra, Ph.D. (University of Southampton, U.K.) audiology, hearing science and pediatric audiology; B. Mohapatra, Ph.D. (University of Georgia) acquired neurogenic communication disorders, biofeedback training; K. Potter, Ph.D. (University of New Mexico) inclusive practices, disability studies, severe disability/complex supports; S. Ramdoss, Ph.D. (University of Texas at Austin) autism and developmental disabilities, assistive technology, AAC; A. Rau, Ph.D. (New Mexico State University) bilingual and multicultural speech-language pathology, AAC; D. Rhein, Ph.D. (University of Arizona) bilingual language assessment, literacy; L. Salas, Ph.D. (New Mexico State University) bilingual and multicultural special education, early childhood special education; B. Sherrow, Ph.D., (University of Arizona) reading/writing interventions for students with learning disabilities or emotional behavioral disorders, high incidence disability teacher preparation, T. Trammel-Yeboah MA (New Mexico State University) childhood language and articulation; A. Valdez, Ph.D. (University of New Mexico) educational psychology; Emeriti: S. Farmer, Ph.D.; E. Poel, Ph.D.; A. Gallegos, Ed.D.

C D 221. Introduction to Communication Disorders
3 Credits
Basic information about speech, language, and hearing disorders; orientation to the professions of speech-language pathology and audiology.

C D 301. Language Acquisition
3 Credits
This course introduces students to the study of the development of language, speech, and communication. Includes language sampling. May be repeated up to 3 credits. Crosslisted with: C D 509. Restricted to: C D 509. Restricted to: C D 509. Restricted to: C D majors.

Prerequisite(s): B or better in C D 221; Cumulative GPA of 3.2 or higher.
C D 322. Anatomy and Physiology of Speech Mechanisms
3 Credits
Structure and function of systems underlying human speech sound production and processing, including respiratory, phonatory, and articulatory components. May be repeated up to 3 credits. Crosslisted with: C D 502. Restricted to: C DS,C D majors.
Prerequisite(s): B or better in C D 221, C D 302, C D 422, C D 324, and C D 301; and minimum 3.2 GPA.

C D 323. Phonetics
3 Credits
The science of phonetics, including work with the International Phonetic Alphabet. Taught with C D 501. May be repeated up to 3 credits. Restricted to: C DS,C D majors.
Prerequisite(s): B or better in C D 221; Cumulative GPA of 3.2 or better.

C D 324. Introduction to Speech Science
3 Credits
Basic concepts and theories in acoustics, speech production and speech perception. Includes laboratory experience with instrumental measurement and analysis of speech systems. May be repeated up to 3 credits. Crosslisted with: C D 503. Restricted to: C DS,C D majors.
Prerequisite(s): B or better in C D 221, C D 323, C D 422; and minimum 3.2 GPA.

C D 325. Language Disorders
3 Credits
Prerequisite(s): C- or better in C D 221.

C D 326. Clinical Methods and Procedures
3 Credits
Guidelines and procedures associated with the clinical and supervisory processes. Provide opportunities to complete the supervised clinical observation requirement for participation in clinical practicum. May be repeated up to 3 credits. Crosslisted with: C D 506. Restricted to: C DS,C D majors.
Prerequisite(s): B or better in C D 221, C D 323, C D 422, C D, 324, C D 301; and minimum 3.2 GPA.

C D 374. American Sign Language I
3 Credits
Introduction to the basics of ASL including questions, commands, sentence types, time, subjects and objects, classifiers, locative case, pluralization, and temporal and distributional aspects.

C D 375. American Sign Language II
3 Credits
Continuation of C D 374, ASL I. Emphasis on ASL grammar, spatial referencing, detailed descriptions, and deaf culture. Features dialogues, short stories, narratives.
Prerequisite: C D 374 or consent of instructor.

C D 421. Speech and Language Disorders
3 Credits
Bases, symptoms, etiologies, and clinical management of issues related to disorders of articulation, phonology, voice and resonance, and fluency. May be repeated up to 3 credits. Crosslisted with: C D 504. Restricted to: C DS,C D majors.
Prerequisite(s): B or better in C D 221, C D 323, C D 422, C D 324, and C D 301; and minimum 3.2 GPA.
C D 503. Speech Science
3 Credits (2+3P)
Basic concepts and theories in acoustics, speech production, and speech perception. Laboratory experience with instrumental measurement and analysis of speech systems. Restricted to majors. Same as C D 380 with differentiated assignments for graduate students.
Prerequisites: a course grade of B- or higher in all graduate courses and an overall GPA of 3.0 or higher.

C D 504. Speech and Language Disorders
3 Credits
Prerequisite(s): B or better GPA.

C D 505. Research Methods
3 Credits
Introduction to basic qualitative, quantitative, and single subject research methodology in speech-language pathology and audiology. Restricted to majors.
Prerequisites: a course grade of B- or higher in all graduate courses and an overall GPA of 3.0 or higher.

C D 506. Clinical Methods and Procedures
3 Credits
Guidelines and procedures associated with the clinical and supervisory processes. Provide opportunities to complete the supervised clinical observation requirement for participation in clinical practicum. Differentiated assignments for graduate students. Taught with C D 326. Restricted to: C DS, C D majors.
Prerequisite(s): B or better GPA.

C D 507. Audiology
3 Credits
Anatomy and physiology of the auditory system, bases of auditory disorders, and basic audiometric procedures. Differentiated assignments for graduate students. Taught with C D 422. Restricted to: C D, C DS majors.
Prerequisite(s): Minimum of 3.0 GPA.

C D 508. AURAL REHABILITATION
3 Credits
Prerequisite(s): Minimum 3.0 GPA.

C D 509. Language Acquisition
3 Credits
Normal development of communication across the age span. Includes language sampling and analysis. A minimum grade of B- in all graduate courses and a minimum overall GPA of 3.0 required. Taught with C D 360 with differentiated assignments for graduate students. Restricted to CD majors and LING majors majors.

C D 510. Neural Bases of Communication Disorders
3 Credits
Study of the neuroanatomy and neurophysiology of communication and communication disorders. Includes review of the central nervous system and peripheral nervous system relationship to speech motor control, language, and hearing. Crosslisted with: C D 423. Restricted to: CD, CDS majors.

C D 521. Professional Issues and Multicultural Practices in Communication Disorders
3 Credits
This course includes a range of topics pertinent to students entering professional practice as speech-language pathologists including current legal, cultural, ethical, and clinical service provision issues. Restricted to: C DS, C D majors.
Prerequisite(s): Minimum of 3.0 GPA.

C D 522. Interpreter Workplace Skills in Communication Studies
1 Credit
The purpose of this course is to identify principles and procedures necessary to be an effective interpreter and to use an interpreter in the field speech, language, hearing and swallowing disorders. Students will identify the history the use of interpreters, the interpreting process, bilingual vocabulary appropriate for the scope of practice in the field, bilingual assessment principles, second language learning principles and multicultural aspects to consider in the interview and interpreting process. The students will engage in several interpreter scenarios for interview, assessment and intervention cases. Restricted to: C D majors.
Prerequisite(s): Minimum of 3.0 GPA.

C D 523. Assessment of Communication Disorders
3 Credits
Diagnostic theories and management of communication disorders using standardized and descriptive methodology. Includes the practice of interviewing, testing, and oral and written reporting. Restricted to: C DS, C D majors.
Prerequisite(s): A course grade of B or higher in all graduate courses and an overall GPA of 3.0 or higher.

C D 525. Pediatric Language and Disorders
3 Credits
Normal communication development of neonates, infants, toddlers, and preschoolers; etiologies, and treatment of cognitive, linguistic and social elements of communication problems in family systems. Restricted to majors.
Prerequisites: minimum grade of B- and an overall GPA of 3.0 or higher.

C D 530. School Age Language and Disorders
3 Credits
Normal communication-learning development of elementary, secondary, and postsecondary students; etiologies, diagnosis, and treatment of interpersonal communication and language-based academic disorders. Restricted to majors.
Prerequisites: a minimum grade of B- in all graduate courses and an overall GPA of 3.0 or higher.

C D 535. Aphasia & Cognitive Linguistic Disorders
3 Credits
Etiologies, diagnosis, assessment, and treatment of adult aphasia and cognitive-linguistic disorders. Restricted to: C DS, C D majors.
Prerequisite(s): A course grade of B or higher in all graduate courses and an overall GPA of 3.0 or higher.
C D 541. Advanced Spanish Morpho-Syntax for Education Professionals  
3 Credits  
This class has been designed for Heritage Speakers of Spanish who work in educational settings. It will cover the essential linguistic theory and fundamental structures of the Spanish language. This includes, but is not limited to, verb morphology, morphosyntactic and syntactic structures. The main goal of this course is to determine what usages fall within the norms of an individual’s speech community, or if there are elements that fall outside those norms.  
Prerequisite(s): Students have to be fluent in Spanish as course will be conducted in Spanish.

C D 542. Articulation and Phonological Disorders  
3 Credits  
Advanced study of the symptoms, etiologies, assessment, and clinical management of articulation and phonological disorders including cleft palate and disorders of resonance Restricted to: C D majors.  
Prerequisite(s): A minimum grade of B- in all graduate courses and a minimum overall GPA of 3.0 is required.

C D 545. Introduction to Augmentative and Alternative Communication  
3 Credits  
Assessment and intervention for children and adults with developmental disabilities; Alternative communication strategies and systems for individuals with severe speech and/or language impairments. May be repeated up to 3 credits. Restricted to: C D majors.  
Prerequisite(s): Graduate standing; overall GPA of 3.0.

C D 547. Cognitive-Linguistic Communication Disorders  
3 Credits  
Topics include attention, memory, executive function, and underlying neuropathologies, with emphasis on assessment, diagnosis, prognosis, treatment and recovery processes in cognitive communication disorders related to traumatic brain injury, dementia, and right hemisphere brain damage. May be repeated up to 3 credits. Restricted to: C D majors.  
Prerequisite(s): A course grade of B or higher in all graduate courses and an overall GPA of 3.0.

C D 548. Best Practices in Bilingual/Multicultural Assessment for Practitioners  
3 Credits  
The purpose of this course is to provide future speech-language pathologists, educational diagnosticians and special educators with a foundation for evaluating the linguistic, cognitive and academic skills of students from any cultural linguistic background. The course covers a review of the literature on best practices for working with interpreters during assessments. Practitioners will be expected to gather qualitative information about cultural/linguistic and educational histories of school-age children and integrate those results with the results of standardized tests.  
Prerequisite(s): C D 594.

C D 555. Instrumentation in Communication Disorders  
2 Credits  
This course will provide graduate students with information regarding the purpose and operation of a variety of perceptual assessment and instrumental tools for the evaluation and treatment of voice, fluency, and resonance disorders. Restricted to: C D majors.

C D 574. American Sign Language III  
3 Credits  
Continuation of ASL II. Focus on more complex grammatical features. Students will comprehend and generate medium length stories, narratives, and discussions including culturally significant topics.  
Prerequisite: C D 375 or consent of instructor.

C D 583. Dysphagia  
3 Credits  
Study of the anatomy and physiology of swallowing and upper aerodigestive systems. Review of the bases and etiologies of child and adult swallowing disorders, including diagnosis, assessment, and treatment. Restricted to: C D majors.  
Prerequisite(s): A course grade of B- or higher in all graduate courses and an overall GPA of 3.0 or higher.

C D 584. Fluency Disorders  
3 Credits  
Speech fluency development and the disorders of stuttering, cluttering, and neurogenic dysfluency. Restricted to: C D majors.  
Prerequisite(s): A course grade of B or higher in all graduate courses and an overall GPA of 3.0 or higher.

C D 585. Motor Speech Disorders  
3 Credits  
Advanced studies of dysfunction of the nervous system that affect speech. Includes evaluation, diagnosis, and treatment of speech apraxias and neurogenic dysfluency. Restricted to: C D majors.  
Prerequisite(s): A course grade of B or higher in all graduate courses and an overall GPA of 3.0 or higher.

C D 586. Voice Disorders/Head and Neck Anomalies  
3 Credits  
Advanced studies of anatomy and physiology of the vocal tract with emphasis on diagnosis, assessment, and treatment of voice disorders, laryngectomy, cleft palate, and other oral-facial anomalies. Restricted to: C D majors.  
Prerequisite(s): A course grade of B or higher in all graduate courses and an overall GPA of 3.0 or higher.

C D 587. Cleft Palate and Syndromes  
2 Credits  
An advanced study of etiology, assessment and treatment of craniofacial anomalies with a focus on the effects of clefts of the lip and/or palate on speech, resonance and velopharyngeal dysfunction. Review of the contribution of interdisciplinary cleft palate team care managing feeding, audiologic, surgical, orthodontic, and psychosocial aspects. General review of embryology and common syndromes with associated speech, language, and hearing disorders. Consent of Instructor required. Restricted to: C D majors.  
Prerequisite(s): A course grade of B or higher in all graduate courses and an overall GPA of 3.0 or higher.

C D 589. Practicum in Speech-Language Pathology  
1-4 Credits (1-4)  
Supervised clinical practice in a variety of speech, language, and hearing disorders. Practicum includes diagnostic, treatment, and management work through direct patient/client contact. Attendance at weekly clinical staff meetings is required. May be repeated for a maximum of 15 credits. Restricted to majors.  
Prerequisite: good standing in the graduate school; a course grade of B- or higher in all graduate courses and an overall GPA of 3.0 or higher.
SPED 209. Introduction to Special Education in a Diverse Society
3 Credits
Characteristics, identification, and educational needs of exceptional learners. Attention is given to the various types of programs serving exceptional learners. Designed for all professional personnel who work with exceptional learners.

SPED 355. Introduction to Bilingual/Multicultural Special Education
3 Credits
Introduction to issues related to the provision of services to culturally and linguistically diverse students with exceptionalities. Same as BIL 355.

SPED 360. Elementary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits
Curriculum theory and development for special education programs. Various teaching methods utilized with elementary exceptional learners and techniques involved in identifying, adapting, and developing materials will be addressed.

SPED 406. High Incidence Disabilities in a Diverse Society
3 Credits
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders.

SPED 407. Low Incidence Disabilities in a Diverse Society
3 Credits
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations.

SPED 409. Reading for Elementary Exceptional Learners in a Diverse Society, K-6
3 Credits
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 509.

SPED 411. Reading for Elementary Exceptional Learners in a Diverse Society, 7-12
3 Credits
Extends information covered in SPED 509, which covers grades K-6. Strategies and materials are addressed.

SPED 450. Working with Young Children with Special Needs, Ages 3-8
3 Credits
Addresses competencies for working with young children with exceptionalities, ages three-eight, and their families. Public school, private school, Head Start and other models are included. Taught with SPED 550.

Prerequisite(s): SPED 350 or equivalent.

SPED 451. Assessment of Young Children, Birth-Eight
3 Credits
Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. Same as SPED 551.

Prerequisite: SPED 450.
SPED 452. Foundations of Visual Impairment
3 Credits
This course provides an overview of the history and theory of teaching students with visual impairments, including those with additional disabilities. The impact of educational, legislative, and societal trends on the psychosocial adjustment, quality of life, and post-school outcomes of individuals with visual impairments is explored. Taught with SPED 532 and SPED 632. Consent of Instructor required.

SPED 453. Functional Implications of Low Vision
3 Credits
This course examines the structure and function of the visual system in relation to associated diseases and syndromes with an emphasis on measuring functional vision and determining appropriate educational adaptations. Taught with SPED 533 and SPED 633.

SPED 454. Strategies for Teaching Students with Visual and Multiple Impairments
3 Credits
This course defines the roles and responsibilities of the teacher of students with visual impairments as part of the transdisciplinary team that serves students with visual impairments and additional disabilities. Emphasis is on assessment, curricula (both academic and functional), communication, behavior management, assistive technologies, inclusion, transition, and independent living. Taught with SPED 534 and SPED 634.

Prerequisite(s): SPED 453.

SPED 455. Braille I: Literacy for Students with Visual Impairments
3 Credits
This course facilitates an in-depth study of the Uncontracted and Contracted Literary Braille codes as well as methods of teaching pre-braille, braille reading, and braille writing skills to tactile learners. Taught with SPED 536 and SPED 636.

SPED 457. Braille II: Literacy Skills for Students with Visual Impairments
3 Credits
This course facilitates an in-depth study of the Nemeth Braille Code for Mathematics and Science Notation as well as instructional strategies for using the abacus and developing numeracy. Specialized braille codes for computers, music, and foreign languages will be introduced. Taught with SPED 538 and SPED 638.

Prerequisite(s): SPED 455 or SPED 536 or SPED 636 or Consent of Instructor.

SPED 458. Intellectual Disabilities in a Diverse Society: An Introduction
3 Credits
Dealing with history, philosophy, goals and objectives, classification, and characteristics of intellectual disabilities. Taught with SPED 558 and SPED 658 with differentiated assignments. Consent of instructor required. Restricted to SPED majors.

Prerequisite(s): SPED 350 or SPED 500 or consent of instructor.

SPED 459. Classroom Management for Diverse Learners
3 Credits
Behavior-change strategies for exceptional learners.

SPED 460. Strategies for Teaching Students with Visual Impairments
3 Credits
This course covers individualized educational programming in both the core and expanded core curriculums for children and youth with visual impairments with an emphasis on assessment, curricular adaptions, IFSP/IEP/ITP planning, and evidence-based practices. Taught with SPED 539 and SPED 639. Consent of Instructor required. Restricted to: SPED majors.

Prerequisite(s): SPED 453, SPED 455, SPED 457 or Consent of Instructor.

SPED 463. Introduction to Assessment of Diverse Exceptional Learners
3 Credits
Theory and use of norm and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs.

SPED 466. The Learning Disabled Student in a Diverse Society
3 Credits
Current definitions, conceptualizations, and techniques. Taught with SPED 566 SPED 666 with differentiated assignments. Restricted to SPED majors.

Prerequisite(s): SPED 350 or 500 or consent of instructor.

SPED 467. Behavior Disorders in a Diverse Society
3 Credits
An in-depth study of the classification, characteristics, educational needs, and professional literature regarding individuals with behavior disorders. Taught with SPED 567 and SPED 667 with differentiated assignments. Restricted to SPED majors.

Prerequisite(s): SPED 350 or SPED 500 or consent of instructor.

SPED 470. Life Span Development and Transition in a Diverse Society
3 Credits
Special problems associated with transitions over the life span, with emphasis on adolescent and adult needs. Attention to service approaches for public schools, sheltered workshops, residential hospitals, and group homes.

SPED 480. Secondary Curriculum, Methods, and Materials for Special Education in a Diverse Society
3 Credits
Curriculum theory and development for elementary special education programs. Various teaching methods utilized with secondary exceptional learners and techniques for identifying, adapting, and developing materials will be addressed. Taught with SPED 580.

SPED 481. Practicum in Education, Equity and Cultural Diversity
3 Credits
This is a supervised experience in providing special education services to local preK-12 students. In the context of the public school classroom, teacher candidates are guided to apply content knowledge from the seminar meetings and from prior coursework. Restricted to: SPED majors.

Prerequisite(s): SPED 350 and SPED 360 or consent of instructor.

SPED 482. Student Teaching SPED
12 Credits
Supervised teaching in a special education classroom and participation in a required seminar. Restricted to: SPED majors.

Prerequisite(s): SPED 481 and admission to student teaching.

SPED 483. Early Childhood SPED Student Teaching
6 Credits
A student teaching experience designed for students studying early childhood special education. Restricted to majors. Same as SPED 583.

Prerequisites: SPED 281 and admission to student teaching.

SPED 485. Introduction to Autism
3 Credits
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Taught with SPED 585 and SPED 685.
SPED 486. Behavior and Autism
3 Credits
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 586 and SPED 686 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 487. Social Skills and Autism
3 Credits
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 587 and SPED 687 with differentiated assignments.
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 488. Communication and Autism
3 Credits
This course will cover the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 588 and SPED 688 with differentiated assignments.
Prerequisite(s): SPED485 or SPED585 or SPED685.

SPED 489. Topics
3 Credits
Offered under various subtitles which indicate the subject matter to be covered. May be repeated 3 times for a maximum of 9 credits.

SPED 495. Directed Study courses in Special Education
1-3 Credits
Each course shall be identified by a qualifying subtitle. A maximum of 3 credits per semester and a grand total of 9 credits.

SPED 500. Introduction to Special Education in a Diverse Society
3 Credits
This course introduces the field of special education to regular educators.

SPED 501. Topics in Special Education
1-3 Credits
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 502. Problems
1-3 Credits
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 503. Contemporary Development
1-3 Credits
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.

SPED 504. Introduction to Assessment of Diverse Exceptional Learners
3 Credits
Required for students seeking licensure at graduate level. Theory and use of norm-and criterion-referenced instruments and learning theories in the classroom; planning of prescriptive instructional programs with differentiated assignments for graduate students. Crosslisted with: SPED 463. Restricted to: SPED majors.

SPED 506. High Incidence Disabilities in a Diverse Society
3 Credits
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders.

SPED 507. Low Incidence Disabilities in a Diverse Society
3 Credits
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. Taught with SPED 607 with differentiated assignments.

SPED 508. Nature and Needs of Gifted Learners
3 Credits (3)
An introductory course in the education of gifted students. The course provides an overview of the current and historical issues in the field. The intellectual, social, emotional, development, and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed. Taught with SPED 608.

SPED 509. Reading for Elementary Exceptional Learners in a Diverse Society, K-6
3 Credits
Emphasizes reading diagnosis and materials for students with special developmental and learning problems. Taught with SPED 409.

SPED 510. Current Issues in Special Education for Teaching in Culturally Responsive Society
3 Credits
Theoretical and empirical bases for special education practices. Skill development in critical thinking, reading, and writing in relation to contemporary problems. Taught with SPED 610.

SPED 511. Reading for Secondary Exceptional Learners in a Diverse Society, 7-12
3 Credits

SPED 512. Curriculum for Gifted Learners
3 Credits (3)
This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners. Taught with SPED 612.

SPED 513. Current Research in Special Education
3 Credits
Current investigations and research techniques.
SPED 514. Twice Exceptional and Special Populations of Gifted Learners
3 Credits (3)
This course is designed for all professional personnel who work with students who are gifted. It focuses on special populations of gifted learners who possess unique characteristics and needs. Emphases are placed on issues related to the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners. Taught with SPED 614

SPED 516. Strategies for Teaching Gifted Learners
3 Credits (3)
This course comprehensively reviews teaching-learning models that can be used in the development and implementation of a curriculum for gifted students. The field of gifted education has seen new program models developed, more research accomplished, and new materials published, and this class examines these changes. Taught with SPED 616

SPED 519. School Interventions and Organization in a Diverse Society
3 Credits
Introduces public school organization and laws and the psychosociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. Restricted to majors. Taught with SPED 619.

SPED 520. Reading Disabilities Structure of Language
3 Credits
The purpose of this course is to introduce the student to the structure of language, including phonology, morphology, syntax, semantics, and to orthography. In addition, students in this course will study each area of language and able to use this information in analyzing the process of reading and writing.

SPED 521. Intervention Techniques for Reading Disabilities
3 Credits
This course focuses on the systematic and explicit teaching of reading and writing skills. Included will be a summation of the most current reading research and its relevance to the field.

SPED 522. Practicum in Reading Disabilities
3 Credits
Supervised experience in assessing a student with reading disability, developing and intervention plan, and implementing and monitoring the interventions across time.

SPED 523. Advanced Curriculum for Diverse Exceptional Learners
3 Credits
Strategies for developing curricula appropriate to handicapped and gifted learners.
Prerequisite: SPED 360 or consent of instructor.

SPED 524. Foundations of Visual Impairment
3 Credits
This course provides an overview of the history and theory of teaching students with visual impairments, including those with additional disabilities. The impact of educational, legislative, and societal trends on the psychosocial adjustment, quality of life, and post-school outcomes of individuals with visual impairments is explored. Taught with SPED 452 and SPED 632 with differentiated assignments.

SPED 533. Functional Implications of Low Vision
3 Credits
This course examines the structure and function of the visual system in relation to associated diseases and syndromes with an emphasis on measuring functional vision and determining appropriate educational adaptations. Taught with SPED 453 and SPED 633.

SPED 534. Strategies for Teaching Students with Visual and Multisensory Impairments
3 Credits
This course defines the roles and responsibilities of the teacher of students with visual impairments as part of the transdisciplinary team that serves students with visual impairments and additional disabilities. Emphasis is on assessment, curricula (both academic and functional), communication, behavior management, assistive technologies, inclusion, transition, and independent living. Taught with SPED 454 and SPED 634.
Prerequisite(s): SPED 533.

SPED 536. Braille I: Literacy for Students with Visual Impairments
3 Credits
This course facilitates an in depth study of the Uncontracted and Contracted Literary Braille codes as well as methods of teaching prebraille, braille reading, and braille writing skills to tactile learners. Taught with SPED 455 and SPED 636.

SPED 537. Independent Readings in Special Education
1-3 Credits
Each course shall be identified by a qualifying subtitle. Maximum of 6 credits, 3 credits per semester.

SPED 538. Braille II: Numeracy for Students with Visual Impairments
3 Credits
This course facilitates an indepth study of the Nemeth Braille Code for Mathematics and Science Notation as well as instructional strategies for using the abacus and developing numeracy. Specialized braile codes for computers, music, and foreign languages will be introduced. Taught with SPED 457 and SPED 638 with differentiated assignments.
Prerequisite(s): SPED 455 or SPED 536 or SPED 636 consent of instructor.

SPED 539. Strategies for Teaching Students with Visual Impairments
3 Credits
This course covers individualized educational programming in both the core and expanded core curriculums for children and youth with visual impairments with an emphasis on assessment, curricular adaptations, IFSP/IEP/ITP planning, and evidence-based practices. Taught with 460 and SPED 639. Restricted to: SPED majors.
Prerequisite(s): SPED 533, SPED 536, SPED 538.

SPED 541. Assessment of Reading and Writing
3 Credits
Differential diagnosis of reading and writing disabilities is the focus of this course. Students will develop competencies to diagnose different types of reading problems, including dyslexia. Students will be taught how accurate differential diagnosis leads directly to targeted intervention.

SPED 545. Technology and Exceptionality in a Diverse Society
3 Credits
This class will address the unique educational needs of learners with exceptionalities, and will provide information and practice in addressing those needs through the use of technology-based interventions. Taught with SPED 645.
SPED 548. Field Experience in Education, Equity & Cultural Diversity  
3 Credits  
This is a supervised experience in providing special education services to local pre-K-12 students. In the context of the public school classroom, teacher candidates are guided to apply content knowledge from the seminar meetings and from prior coursework. This experience is designed for both the practicing general education classroom teacher pursuing special education licensure and for graduate teacher candidates pursuing initial special education licensure. Restricted to: SPED majors.  
Prerequisite(s): SPED 350 and SPED 360, or SPED 500 and SPED 523, or consent of instructor.

SPED 550. Working with Young Children with Special Needs, Ages 3-8  
3 Credits  
Addresses competencies for working with young children with exceptionalities, ages three to eight, and their families. Public school, private school, Head Start and other models are included. Same as SPED 450 with differentiated assignments for graduate students. Same as ECED 550.  
Prerequisite: SPED 500 or equivalent, or consent of instructor.

SPED 551. Assessment of Young Children, Birth Eight  
3 Credits  
Covers instruments and procedures for assessing young children and their families in order to determine atypical development. Screening, diagnosis, program planning, placement and evaluation issues are covered. Same as SPED 451.  
Prerequisite: SPED 550 or consent of instructor.

SPED 552. Introduction to Orientation and Mobility  
3 Credits  
This course provides an overview of the history and theory of formalized orientation and mobility instruction as it relates to the ability to live independently. The impact of visual impairment and concomitant impairments on the development of spatial concepts and motor skills in relation to independent locomotion is emphasized. Topics covered include mobility aids; navigation, familiarization, and protective techniques; structured pre-cane assessment and instruction; the development and use of tactual maps; and the relationship of orientation and mobility to other areas of the expanded core curriculum. Consent of Instructor required. Restricted to: SPED, EDUC majors.

SPED 553. Beginning Orientation and Mobility  
3 Credits  
This course provides an overview of the profession of orientation and mobility and how sensory, motor, and psychosocial function affects movement and spatial orientation. Consent of Instructor required. Restricted to: SPED majors.  
Prerequisite(s): SPED 552.

SPED 554. Intermediate Orientation and Mobility  
3 Credits  
This course focuses on strategies and methods for conducting assessments and appropriately sequencing skill acquisition for learners across the lifespan who may or may not have additional disabilities. Adaptive technology and other aids that assist with travel in a variety of environmental conditions using different mobility systems will also be covered. Consent of Instructor required. Restricted to: SPED majors.  
Prerequisite(s): SPED 553.

SPED 555. Advanced Orientation and Mobility  
3 Credits  
This course focuses on the development and monitoring of cane skills needed for safe and efficient travel in indoor, residential, and business districts, including the use of public transportation systems. Development, administration, and supervision of orientation and mobility services is also covered. Consent of Instructor required. Restricted to: SPED majors.  
Prerequisite(s): SPED 554.

SPED 558. Intellectual Disabilities in a Diverse Society: An Introduction  
3 Credits  
Dealing with history, philosophy, goals and objectives, classification, and characteristics of intellectual disabilities. Same as SPED 458 and SPED 558 with differentiated assignments for graduate students. Consent of instructor required. Restricted to SPED majors.  
Prerequisite(s): SPED 350 or SPED 500.

SPED 559. Classroom Management for Diverse Learners  
3 Credits  
Behavior-change strategies for exceptional learners. Taught with SPED 459 with differentiated assignments for graduate students.

SPED 563. Assessment and Consultation for Exceptional Multicultural Populations  
3 Credits  
Covers formal and informal methods of assessment as well as consultation models for multicultural populations. Same as BIL 563, BIL 663, SPED 663.

SPED 566. The Learning Disabled Student in a Diverse Society  
3 Credits  
Current definitions, conceptualizations, and techniques. Taught with SPED 466 with differentiated assignments for graduate students. Restricted to SPED majors.  
Prerequisite(s): SPED 350 or SPED 500.

SPED 567. Behavior Disorders in a Diverse Society  
3 Credits  
An in-depth study of the classification, characteristics, educational needs, and professional literature regarding individuals with behavior disorders. Taught with SPED 467 and SPED 667 with differentiated assignments. Restricted to SPED majors.  
Prerequisite(s): SPED 350 or SPED 500 or consent of instructor.

SPED 570. Life Span Development and Transition in a Diverse Society  
3 Credits  
Covers special problems associated with transitions over the life span, with emphasis on adolescent and adult needs. Attention to service approaches for public schools, sheltered workshops, residential hospitals, and group homes. Taught with SPED 470.

SPED 580. Curriculum, Methods, and Materials for Secondary Special Education  
3 Credits  
Curriculum theory and development for elementary special education programs. Various teaching methods utilized with secondary exceptional learners and techniques for identifying, adapting, and developing materials will be addressed. Taught with SPED 480.

SPED 582. Student Teaching SPED  
12 Credits  
Culminating course required for graduate level students seeking initial licensure. Restricted to: SPED majors.  
Prerequisite(s): Bachelor’s degree, SPED 548, and admission to student teaching.
SPED 585. Introduction to Autism  
3 Credits  
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Taught with SPED 485 and SPED 685. Differentiated Assignments.

SPED 586. Behavior and Autism  
3 Credits  
This course will cover the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 486 and SPED 686 with differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 587. Social Skills and Autism  
3 Credits  
This course will cover the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 487 and SPED 687 with differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 588. Communication and Autism  
3 Credits  
This course will cover the third of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills. Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 488 and SPED 688 with differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 590. Masters Degree Seminar  
3 Credits  
Capstone review of current issues in special education. Each student will participate in a practice comprehensive oral exam.

SPED 598. Special Research Problems  
1-3 Credits  
Individual investigation either analytical or experimental. May be repeated for a maximum of 6 credits, 3 credits per semester.

SPED 599. Master’s Thesis  
15 Credits  
Thesis.

SPED 600. Doctoral Research  
1-15 Credits  
Research.

SPED 605. Independent Study Topics in Special Education  
1-6 Credits  
A problem and seminar course for those pursuing an advanced graduate degree. Each course to bear an appropriate subtitle.

SPED 606. High Incidence Disabilities in a Diverse Society  
3 Credits  
Examines those areas of disability that most frequently occur in the special education population, including mental retardation, learning disabilities, communication disorders, and behavioral and emotional disorders. Taught with SPED 506. Restricted to SPED and C D majors.  
Prerequisite: Master’s Degree.

SPED 607. Low Incidence Disabilities  
3 Credits  
Examines those disabilities that occur less frequently in the special education population, including hearing loss, visual disorders, autism, and other severe manifestations. Taught with SPED 507 with differentiated assignments.

SPED 608. Nature and Needs of Gifted Learners  
3 Credits (3)  
An introductory course in the education of gifted students. The course provides an overview of the current and historical issues in the field. The intellectual, social, emotional, development, and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed. Taught with SPED 508

SPED 610. Current Issues in Special Education for Teaching in a Culturally Responsive Society  
3 Credits  
Required for students seeking the Ed.D./Ph.D. Taught with SPED 510.

SPED 612. Curriculum for Gifted Learners  
3 Credits (3)  
This course focuses upon the development of appropriate curriculum, courses, and units for gifted learners. Taught with SPED 512

SPED 613. Current Research in Special Education  
3 Credits  
Required for students seeking the Ed.D./Ph.D. Restricted to majors. Same as SPED 513.  
Prerequisite: M.A. degree.

SPED 614. Twice Exceptional and Special Populations of Gifted Learners  
3 Credits (3)  
This course is designed for all professional personnel who work with students who are gifted. It focuses on special populations of gifted learners who possess unique characteristics and needs. Emphases are placed on issues related to the characteristics, identification, and development of appropriate educational services for twice exceptional and special populations of gifted learners. Taught with SPED 514

SPED 616. Strategies for Teaching Gifted Learners  
3 Credits (3)  
This course comprehensively reviews teaching-learning models that can be used in the development and implementation of a curriculum for gifted students. The field of gifted education has seen new program models developed, more research accomplished, and new materials published, and this class examines these changes. Taught with SPED 516.

SPED 619. School Intervention and Organization in a Diverse Society  
3 Credits  
Introduces public school organization and laws and the psychosociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. Restricted to majors. Taught with SPED 519.
SPED 632. Foundations of Visual Impairment  
3 Credits  
This course provides an overview of the history and theory of teaching students with visual impairments, including those with additional disabilities. The impact of educational, legislative, and societal trends on the psychosocial adjustment, quality of life, and post-school outcomes of individuals with visual impairments is explored. Taught with SPED 452 and SPED 532.

SPED 633. Functional Implications of Low Vision  
3 Credits  
This course examines the structure and function of the visual system in relation to associated diseases and syndromes with an emphasis on measuring functional vision and determining appropriate educational adaptations. Taught with SPED 453 and SPED 533.

SPED 634. Strategies for Teaching Students with Visual and Multiple Impairments  
3 Credits  
This course defines the roles and responsibilities of the teacher of students with visual impairments as part of the transdisciplinary team that serves students with visual impairments and additional disabilities. Emphasis is on assessment, curricula (both academic and functional), communication, behavior management, assistive technologies, inclusion, transition, and independent living. Taught with SPED 454 and SPED 534.  
Prerequisite(s): SPED 633.

SPED 636. Braille I: Literacy for Students with Visual Impairments  
3 Credits  
This course facilitates an in-depth study of the Uncontracted and Contracted Literary Braille codes as well as methods of teaching pre-braille, braille reading, and braille writing skills to tactual learners. Taught with SPED 455 and SPED 536.

SPED 638. Braille II: Numeracy for Students with Visual Impairments  
3 Credits  
This course facilitates an in-depth study of the Nemeth Braille Code for Mathematics and Science Notation as well as instructional strategies for using the abacus and developing numeracy. Specialized braille codes for computers, music, and foreign languages will be introduced. Taught with SPED 457 and SPED 538.  
Prerequisite(s): SPED 455 or SPED 536 or SPED 636.

SPED 639. Strategies for Teaching Students with Visual Impairments  
3 Credits  
This course covers assessment, curricular adaptation’s, knowledge of transition age, young children with multiple disabilities, and assistive technology. Taught with SPED 460 and SPED 539. Consent of Instructor required. Restricted to: SPED majors.  
Prerequisite(s): SPED 633, SPED 636, SPED 638 or Consent of Instructor.

SPED 640. Internship in Special Education  
1-6 Credits  
Each course bears a qualifying subtitle. Maximum of 6 credits per semester.

SPED 645. Technology and Exceptionality in a Diverse Society  
3 Credits  
This class will address the unique educational needs of learners with exceptionalities, and will provide information and practice in addressing those needs through the use of technology-based interventions. Taught with SPED 545.

SPED 662. Elementary Curriculum Methods and Materials for Special Education in a Diverse Society  
3 Credits  
ESL and bilingual methods applied to bilingual exceptional students. Appropriate curriculum needs and materials development are also included. Taught with SPED 560, SPED 562.

SPED 685. Introduction to Autism  
3 Credits  
This course will provide an overview of autism spectrum disorders as a triad of impairments, including historical and theoretical perspectives, assessment issues, characteristics of autism, intervention programs, and family issues. Differentiated Assignments. Taught with SPED 585 and SPED 485.

SPED 686. Behavior and Autism  
3 Credits  
This course covers the first of the triad of impairments. Students will gain an understanding of the behaviors of children with autism. Students will examine several behavior management philosophies and research based interventions and how they can be applied in the educational setting. Attention will also be given to play skills. The family perspective and participation in the proactive behavior management process will be incorporated throughout the course. Taught with SPED 486 and SPED 586 with differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 687. Social Skills and Autism  
3 Credits  
This course covers the second of the triad of impairments. As a blend of researched based models and evidenced based practical applications, students will gain an understanding of the social skill deficits often associated with autism spectrum disorders. Review a variety of social cognition theories and explore effective social skill interventions for children functioning at a variety of levels along the autism spectrum. Taught with SPED 487 and SPED 587 with differentiated assignments.  
Prerequisite(s)/Corequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 688. Communication and Autism  
3 Credits  
This course covers the third of the triad of impairments. Students will gain an overview of communication characteristics and difficulties often associated with autism spectrum disorders. Review current tools and strategies used to assess speech, language, and interaction skills.

Use assessment results to identify needs and implement appropriate interventions. Explore a variety of intervention strategies aimed at building receptive, expressive, and pragmatic language of children functioning at a variety of levels along the autism spectrum. Taught with SPED 488 and SPED 588 and differentiated assignments.  
Prerequisite(s): SPED 485 or SPED 585 or SPED 685.

SPED 690. Doctoral Seminar  
1-4 Credits (1-4)  
The seminar will engage doctoral students in scholarly dialogue and production. It will assist in preparing them for future careers in leadership roles. Same as CD 690.

SPED 698. Selected Topics in Special Education  
1-6 Credits  
Offered under various subtitles which indicate the subject matter to be covered. Maximum of 6 credits, 3 credits per semester.
SPED 700. Dissertation
9 Credits
Credit may be earned by students who have successfully completed their doctoral comprehensive exams and presented their dissertation proposals to their committees. At least 18 credits are required during the course of dissertation study. May be repeated for a maximum of 24 credits. Restricted to majors.

Name: Dr. Robert Wood, Interim Department Head

Name: Racquel Avelar, Administrative Assistant

Office Location: Speech Building

Phone: (575) 646-2402

Website: https://spedcd.nmsu.edu/