

## SUMMER COURSE OFFERING – Learning Therapy Program

The following courses are offered each summer term as part of the Learning Therapy Program. M.Ed. students may enroll in 700-level sections of LTP elective courses with advisor's permission.

[Click here to view term-specific registration information.](#)

### ELECTIVES – *Open to LTP and M.Ed. Students*

<b>EDU 6110</b> Automaticity & Rate	Reading and writing success begins with developing proficient decoding (reading) and encoding (spelling) skills. Beyond basic decoding and encoding, students also need an understanding of how different kinds of text are organized, as well as repertoire of strategies for understanding these texts. These strategies must be developed to a level of automaticity that does not require conscious thought or effort. Explicit suggestions for developing automaticity in all of these areas are outlined.
<b>EDU 6134</b> Study Skills	Emphasizes learning styles and processes, as well as organizational patterns and cognitive development of the dyslexic student. Surveys study skills and learning strategies used in the classroom and clinical practice.

### SUMMER TERM REQUIRED COURSES – *LTP STUDENTS ONLY*

<b>EDU 6330</b> 1 <sup>st</sup> year Course A	Introduction to language communication concepts and educational activities for teaching individuals with developmental dyslexia and related language learning difficulties. A study of the characteristic symptoms of dyslexia, implications of the disorder, diagnosis, and multisensory and discovery language remediation techniques. Introduction to Curriculum Level I.
<b>EDU 6332</b> 2 <sup>nd</sup> year Course A	Overview of advanced dyslexia instruction. Introduces upper levels of the curriculum. Begins instruction in the more complex aspects of the English written code.

## FALL COURSE OFFERING – Learning Therapy Program

The following courses are offered each fall term as part of the Learning Therapy Program.  
M.Ed. students may enroll in 700-level sections of LTP elective courses with advisor's permission.

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### ELECTIVES – Open to LTP and M.Ed. Students

<p><b>EDU 6115</b> Phonological Awareness</p> <p><i>Note: This course is typically offered summer, fall and spring terms. It is an <b>online course</b>.</i></p>	<p>Phonological awareness involves an appreciation of the sounds as well as the meanings of spoken words. Recent research has confirmed that children who have a greater degree of phonological awareness when they enter school are better equipped to learn to read. A more advanced form of phonological awareness is called phoneme awareness, which is the understanding that speech can be broken down into even smaller units called phonemes. Few preschoolers spontaneously attain phonemic awareness, but many studies have shown that they can acquire this understanding by engaging in activities that draw their attention to the existence of phonemes in spoken words. This course explores current research and teaches appropriate activities to help build these skills.</p>
<p><b>EDU 6116</b> Procedures &amp; Measures for Assessing Students with Dyslexia</p>	<p>This course serves as a guide for developing a referral, assessment, and placement process for identifying the student with dyslexia. Time is devoted to analyzing all existing information on the student, including formal test results in order to make an educational identification of dyslexia. In addition, this course focuses on accommodations and teaching strategies that may be used for the dyslexic student in the regular classroom.</p>
<p><b>EDU 6118</b> Characteristics of Dyslexia</p>	<p>Students will engage in an in-depth study of dyslexia in this course. Students will examine current research related to dyslexia and topics pertaining to reading intervention and accommodations.</p>

### FALL TERM REQUIRED COURSES – LTP STUDENTS ONLY

<p><b>EDU 6331</b> 1<sup>st</sup> year Course B</p>	<p>Instruction in the teaching of Curriculum Level II. Focus on cognitive and linguistic structures of written language and writing and phonetic concepts related to reading and spelling. An examination of the historical development of English and its relevance to language disabilities.</p>
<p><b>EDU 6333</b> 2<sup>nd</sup> Year Course B</p>	<p>Continuation of instruction in Curriculum Level III. Refinement of previously developed procedures and techniques, phonetic irregularities, and semantic and syntactic structures.</p>
<p><b>EDU 6102</b> 2<sup>nd</sup> Year Practicum II</p>	<p>Clinical teaching and therapy practices. Requires clinical teaching reports and therapy demonstrations. Students continue to work with advisors. <i>This course is required for students enrolled in the 2<sup>nd</sup> year of study.</i></p>

## SPRING COURSE OFFERING – Learning Therapy Program

The following courses are offered each spring term as part of the Learning Therapy Program.  
M.Ed. students may enroll in 700-level sections of LTP elective courses with advisor's permission.

[Click here to view term-specific registration information.](#)

### ELECTIVES – Open to LTP and M.Ed. Students

<b>EDU 6105</b> Dyslexia Identification Process: Kindergarten & Beyond	Identifying dyslexic students involves more than administering a battery of tests. A team approach, involving persons with pertinent information regarding the students is integral to the identification process, and central to the team are knowledgeable classroom teachers. The key to successful remediation is early identification--which, according to current research, can be accomplished for children as young as five years of age, before they experience real failure. An outline of steps for early identification is presented in depth.
<b>EDU 6106</b> Project Read: Written Expression*	Project Read/Language Circle is an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. <i>Framing Your Thoughts: The Written Expression Strand</i> delineates a process for expressing thoughts in written form. The abstract concepts of sentence construction and word function are developed concretely with symbols.
<b>EDU 6107</b> Project Read: Story Form*	Project Read/Language Circle is an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The Reading Comprehension curriculum presents the underlying structure and format of language in both expository and narrative forms. This strand is divided into Report Form (expository) and Story Form (narrative) written information. It teaches a process of analyzing the underlying structure of expository and narrative writing.
<b>EDU 6109</b> WorkSmart	Many bright curious children struggle in school due to a learning difference called dyslexia. The biggest problem most students with dyslexia face is not the learning difference itself, but the way they cope with it. WorkSmart provides a strategy for increasing dyslexic students' self-esteem and advocacy competencies.
<b>EDU 6117</b> Project Read: Report Form*	Project Read/Language Circle is an alternative language arts program that offers a systematic learning experience with direct teaching concepts through multisensory techniques. The Reading Comprehension curriculum presents the underlying structure and format of language in both expository and narrative forms. This strand is divided into Report Form (expository) and Story Form (narrative) written information. It teaches a process of analyzing the underlying structure of expository and narrative writing.

\*Project Read course topic alternates on an annual basis between Written Expression, Story Form and Report Form.

### SPRING TERM REQUIRED COURSES – LTP STUDENTS ONLY

<b>EDU 6231</b> 1 <sup>st</sup> Year Course C	Continuation of instruction in introductory levels of the curriculum. Refinement of techniques and procedures previously introduced. Systems of record keeping and progress reporting discussed.
<b>EDU 6101</b> 1 <sup>st</sup> Year Practicum I	Clinical teaching and therapy practices. Requires clinical teaching reports and two therapy demonstrations. Each student is assigned an advisor to answer questions and provide support and guidance. <i>This course is required for students enrolled in the 1<sup>st</sup> year of study.</i>
<b>EDU 6233</b> 2 <sup>nd</sup> Year Course C	Continuation and completion of instruction in advanced levels of curriculum. Acquisition of more sophisticated therapy techniques, including transition and closure. Review of record keeping and student progress measurement. Discussion of professional dyslexia-related organizations.
<b>EDU 6103</b> 2 <sup>nd</sup> Year Practicum III	Clinical teaching and therapy practices. Requires clinical teaching reports and two therapy demonstrations. Students continue to work with advisors. <i>This course is required for students enrolled in the 2<sup>nd</sup> year of study.</i>