EDSP-210. TEACHING STUDENTS WITH SPECIAL NEEDS
(FORMERLY ED 210)
Terms Offered: Fall, Spring
This course is designed to enable pre-service teachers to
develop the knowledge base and instructional skills necessary
to meet the educational needs of students with special needs
in the classroom. This course is designed to familiarize
pre-service teachers with varied exceptionalities, including
behavioral disorders, learning disabilities, mental retardation,
Attention-Deficit-Hyperactivity-Disorder, and physical and
sensory disabilities. The course will incorporate useful
pedagogical information that addresses the learning abilities
of exceptional students and enhances instruction across all
subject areas.

Pre-Requisites
ED-190.

EDSP-225. SPECIAL EDUCATION METHODOLOGY I WITH
FIELD EXPERIENCE (OPO COURSE)
Credits: 3
Terms Offered: Fall, Spring
This course is designed to address the development,
implementation, and monitoring of individualized
management, instruction, curricular, and environmental
strategies and adaptations for students with special needs.
Pedagogical recommendations and research-based effective
teaching practices are reiterated from prerequisite courses.
Emphasis is placed on a needs based model incorporating the
cognitive, language, attentional, affective, physical,
and sensory needs of higher incident populations (learning
disabilities, Mild Mental Retardation, speech disorders, and
behavioral challenges) within included settings, resource
room, segregated, and learning support environments. A field
experience component facilitates direct interaction with special
needs learners, supplemented by cooperative discussions
of experiential applications to course content. All education
students will take this class. Departmental permission is
required.

Pre-Requisites
ED-190, EDSP-210.

EDSP-226. SPECIAL EDUCATION METHODOLOGY II
WITH FIELD EXPERIENCE
Credits: 3
Terms Offered: Fall, Summer
This three-credit course is designed to address the
development, implementation, and monitoring of individualized
management, instructional, curricular, and environmental
strategies, and adaptations for students with special
needs. Pedagogical recommendations and research
based effective teaching practices are reiterated from
prerequisite courses. Emphasis is placed on a needs based
model incorporating the cognitive, language, attentional,
affective, physical, and sensory needs of lower incident
populations (multiple disabilities, autism, hearing and vision
impairments, orthopedic and health conditions) within included
settings, resource room, learning support, and segregated
environments. A field experience component facilitates direct
interaction with special needs learners, supplemented by
cooperative discussions of experiential applications to course
content. Departmental permission is required.

Pre-Requisites
ED-190 and EDSP-210.

EDSP-227. BEHAVIORAL MANAGEMENT IN SPECIAL
EDUCATION WITH FIELD EXPERIENCE
Credits: 3
Terms Offered: Spring
This three-credit course will assist pre-service teachers
in developing a working framework of social, behavioral,
environmental, individualized, and collective management
techniques. Techniques practiced in the course will focus
on approaches for classroom organization, constructive
discipline, and proactive responses to intervention, including
applied behavior analysis and functional behavioral
assessment. A field experience component facilitates direct
interaction with learners with special needs, supplemented by
cooperative discussions of experiential applications to course
content. Departmental permission is required.

Pre-Requisites
ED-190, EDSP-210.

EDSP-300. SPECIAL EDUCATION ASSESSMENT AND
EVALUATION
Credits: 3
Terms Offered: Spring, Summer
This three-credit course will provide direct experience with
selecting, administering, and interpreting formal and informal
assessment measures for analysis of student learning
profiles. Assessments will include ecological inventories,
norm-referenced, performance-based and curriculum-based
testing, standardized achievement and intelligence measures,
and vocational/transition-related evaluations. Cooperative
discussions and use of case studies will focus on instructional
decision-making based upon student learning profiles.
Departmental permission is required.

Pre-Requisites
Admission to the Teacher Education Program.
EDSP-302. SPECIAL EDUCATION METHODS  
Credits: 3  
Terms Offered: Fall  
This three-credit course is designed for pre-service special education teachers to learn and apply knowledge of language arts, math, science, and social studies content as well as differentiation, accommodations, and adaptations for students with disabilities in self-contained and inclusive academic settings. Emphasis will be placed on literacy development for students with various exceptionalities. Departmental permission is required.

Pre-Requisites  
Admission to the Teacher Education Program.

EDSP-388. INCLUSIONARY PRACTICES  
Credits: 3  
Terms Offered: Fall, Spring  
This course is designed for student teachers in ED-390 to apply knowledge of accommodations and adaptations for students with disabilities in an inclusive academic setting. Emphasis will be placed on literacy and cognitive skill development for students with various exceptionalities.

Pre-Requisites  
Admission to the Teacher Education Program. Co-requisite will be completed in conjunction with ED-390.