

# **EDSP. SPECIAL EDUCATION**

## **EDSP-501. TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES WITH FIELD EXPERIENCE**

**Credits: 3**

This course addresses 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 reinforced 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 environment. A 20 hour field experience component facilitates direct interaction with special needs learners, supplemented by cooperative discussions of experiential applications to course content.

## **EDSP-502. TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES WITH FIELD EXPERIENCE**

**Credits: 3**

This course addresses 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 reinforced 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, hearing/vision impairments, orthopedic and health conditions) within included settings, resource room, learning support, and segregated environments. A 20 hour field experience component facilitates direct interaction with special needs learners, supplemented by cooperative discussions of experiential applications to content.

## **EDSP-503. BEHAVIOR INTERVENTION AND SUPPORT WITH FIELD EXPERIENCE**

**Credits: 3**

This course will assist preservice 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 assessments. A 20 hour field experience component facilitates direct interaction with special needs learners, supplemented by cooperative discussions of experiential applications to course content.

## **EDSP-504. ASSESSMENT IN SPECIAL EDUCATION**

**Credits: 3**

This 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 vocation/transition-related evaluations. *Categories of assessment will include authentic, formative, summative, diagnostic, and benchmark.* Cooperative discussions will focus on instructional decision-making based upon student learning profiles.

## **EDSP-505. SECONDARY TRANSITION IN SPECIAL EDUCATION**

**Credits: 3**

This course focuses on models of effective, research-based special education teaching practices in literacy and content areas as well as universal design and differentiation for students with diverse needs and disabilities in a variety of academic settings. Emphasis will be placed on language, literacy, technologies, and transition processes.

## **EDSP-506. INTERNSHIP IN SPECIAL EDUCATION**

**Credits: 3**

This on-line course is the culminating experience for the Special Education Certification program. Throughout the semester, candidates work with a special education certified teacher and their respective professor as they experience opportunities to apply knowledge and skills gained in previous ED and EDSP courses. Examples of activities include: assessment, IEP development, instructional delivery, involvement in parent/professional meetings, and curricular decision-making. This internship experience requires at least 100 hours in an approved field experience setting to meet the certification regulations set by the Pennsylvania Department of Education.