

EDSP. EDUCATION: SPECIAL EDUCATION

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. TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES WITH FIELD EXPERIENCE

Credits: 3

Terms Offered: Fall, Spring

This 3-credit 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.

Emphasis is placed on a needs-based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of higher incidence populations within a variety of settings. A field experience component facilitates direct interaction with learners with special needs, supplemented by cooperative discussions of experiential application to course content. Course experiences and assignments are differentiated to support the candidate's certification area. Cross-list[[EDSP-501]]

Pre-Requisites

[[ED-190]], [[EDSP-210]].

EDSP-226. TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES WITH FIELD EXPERIENCE

Credits: 3

Terms Offered: Fall, Summer

This 3-credit course addresses the development, implementation, and monitoring of individualized management, instructional, curricular, and environmental strategies, and adaptations for students with special needs.

Emphasis is placed on a needs-based model incorporating the cognitive, language, attentional, affective, physical, and sensory needs of lower incidence populations (multiple disabilities, hearing/vision impairments, orthopedic and health conditions) and pervasive development disorders/autism within a variety of settings. A field experience component facilitates direct interaction with learners with special needs, supplemented by cooperative discussions of experiential applications to course content. [[EDSP-502]]

Pre-Requisites

[[ED-190]] and [[EDSP-210]].

EDSP-227. BEHAVIOR INTERVENTION AND SUPPORT WITH FIELD EXPERIENCE

Credits: 3

Terms Offered: Spring

This course will present a working framework of assessment and social, behavioral, environmental, individualized, and collective management techniques for students with behavioral challenges. Techniques practiced in the course will focus on approaches for classroom organization, constructive discipline, and proactive responses to intervention, including applied behavioral analysis and functional behavioral assessments. A 20-hour field experience component facilitates direct interaction with learners with special needs, supplemented by cooperative discussions of experiential applications to course content. Cross-list[[EDSP-503]]

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. SECONDARY TRANSITION IN SPECIAL EDUCATION

Credits: 3

Terms Offered: Fall

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.

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]].