EDSP. 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. 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 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-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
Admission to the Teacher Education Program.

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.