

ELEMENTARY AND EARLY CHILDHOOD EDUCATION MAJOR WITH DUAL SPECIAL EDUCATION CERTIFICATION

Requirements

Students majoring in Elementary and Early Childhood Education pursuing dual certification in Special Education PK-8 complete the following courses in addition to the afore-cited Elementary and Early Childhood program requirements (no course substitutions permitted):

[ED-180](#) - Educational Psychology

[EDSP-226](#) - Special Education Methodology II with Field Experience (20 hours)

[EDSP-227](#) - Behavior Management with Field Experience (20 hours)

[EDSP-300](#) - Assessment in Special Education (This course replaces the PK-4 course [ED-344](#) - Assessment in Early Childhood and Elementary Education.)

[EDSP-302](#) - Special Education Methods

All EDSP courses, in combination, will substitute for the PK-4 [ED-363](#) -- School, Family, & Community course.

Special Education certification candidates will complete half their student teaching in a special education setting and half in a regular education setting

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 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](#).

Elementary and Early Childhood Education Major with Dual Special Education Certification

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](#).