

SPECIAL EDUCATION (EDUC-SP)

Courses

EDUC-SP 5506 Special Education Law, Individualized Education Programs (IEP's), and Transition Credits: 3

This course provides students with knowledge of special education law, the individualized education program (IEP), and transition-related instruction (i.e., preparation for post-high school education employment, independent living, and community integration) for students with disabilities.

Prerequisites: Master's student status.

EDUC-SP 5507 Introduction To Mild/Moderate Cross-Categorical Disabilities Credits: 3

This is the initial foundations course in the master's degree sequence in special education of children and youth with mild/moderate disabilities including learning disabilities (LD), emotional/behavioral disorders (EBD), mental retardation (MR), and physical and other health impairments (POHI). It is designed to provide candidates who are new to the field of special education with a foundation for working with students who have exceptional learning needs. Prior to taking the course, a background check must be completed in order to do the required 10-hour field experience for this course. The field experience will include observations and working with children and youth with disabilities.

Prerequisites: TCH-ED 404.

EDUC-SP 5508 Assessment for Special Educators Credits: 3

This is a foundations course in the master's degree sequence in special education of children and youth with mild/moderate disabilities. The purpose of this course is to provide understanding and practice in formal and informal evaluation. This course is applicable to candidates who plan to work either directly (special educators) or indirectly (special education administrators) with students with exceptional learning needs and to engage in critical analysis of assessment issues confronting the field of special education. Prior to taking the course, background check must be completed in order to do the required 10-hour field experience for this course. The field experience will include observations and working with children and youth with disabilities.

Prerequisites: EDUC-SP 5507, EDUC-SP 5513.

EDUC-SP 5509 Cognition & Lang Dev In Mild/Mod Cross-Categorical Disabilities Credits: 3

This is a specialized methods course in the master's degree sequence in special education of children and youth with mild/moderate disabilities. This course examines normal and atypical development and cultural and linguistic diversity of students with exceptional learning needs. Candidates will practice collaborative and reflective decision-making and problem solving in areas such as: (a) developmentally sequenced activities, (b) receptive and expressive language, and (c) communication and augmentative communication skills. The field experience will include working observations and working with children and youth with disabilities.

Prerequisites: EDUC-SP 5507, EDUC-SP 5513.

EDUC-SP 5510 Practicum in Special Education Credit: 1

The purpose of this course is to provide a field-based experience in a setting with students with mild/moderate cross-categorical disabilities. This field experience affords candidates classroom experience either in their own instructional settings or under the tutelage of a master teacher. Placement sites reflect the multicultural diversity found in special education classrooms (K-12). The practicum will include observations, working with children and youth with disabilities individually and in small groups, as well lesson preparation and presentation.

EDUC-SP 5511 Practicum II – Special Education Credit: 1

Provides second tier field-based experience in a setting with students with mild/moderate cross-categorical disabilities. This field experience affords candidates classroom experience either in their own instructional settings or under the tutelage of a master teacher. Placement sites reflect the multicultural diversity found in special education classrooms (K-12). Experiences include observations, working with children and youth with disabilities individually and in small groups, as well as lesson preparation and presentation.

Prerequisites: EDUC-SP 5510.

EDUC-SP 5512 Methods I: Introduction to Teaching Students with Mild/Moderate Cross-Categorical Credits: 3

Examines theories and practices which are effective in addressing learning difficulties of students with mild-moderate disabilities. Focuses on understanding learner characteristics with the purpose of differentiating instruction related to academic, behavioral, and social skills presented by students with mild/moderate disabilities.

Prerequisites: Admission to the Special Education program.

EDUC-SP 5513 Methods II: Teaching Students with Mild/Moderate Cross-Categorical Disabilities Credits: 3

Candidates learn academic and behavioral strategies to plan instruction, deliver instruction, and evaluate student and teacher performance in order to promote critical thinking and content literacy across all content areas, including science, mathematics, reading, writing, and social science. Prior to taking the course, a background check must be completed in order to do the required 10-hour field experience for this course. The field experience will include observations and working with children and youth with disabilities.

Prerequisites: EDUC-SP 5512.

EDUC-SP 5514 Understanding and Addressing Challenging Behavior in the Classroom Credits: 3

An examination of validated practices based on principles of Applied Behavior Analysis for managing challenging behaviors, facilitating formal behavioral assessment, creating positive behavioral supports, conducting functional behavioral assessments, and developing behavior intervention programs. Candidates reflect critically on social/affective curricular goals for children and youth with mild-moderate cross-categorical (MM/CC) disabilities and relate the theoretical, research, and practical strategies of behavior change models in an applied setting. Experiences include interactions with teachers, parents, and paraprofessionals, in order to understand and remediate student behavior problems. Prerequisites: Admission to program, EDUC-SP 5515.

Prerequisites: Prior to taking the course a background check must be completed in order to do the required 10 hour field experience for this course The field experience will include observations and working with children and youth with disabilities.

EDUC-SP 5515 Applied Behavior Analysis for Teachers: Understanding and Applying Theories of Behavior Credits: 3

This course is designed as an introductory graduate level class on behavior and is the first of two courses on behavior. The course addresses aspects of managing and motivating learners with special needs placed in general education settings based upon the principles of Applied Behavior Analysis (ABA). Topics include student acquisition of knowledge and skills related to ABA behavior principles theory and history of ABA, ethical considerations of ABA, understanding the principles of reinforcement and punishment, identifying the nature of consequences maintaining or decreasing specific behaviors; and operationally defining behavior. Prior to taking the course a background check must be completed in order to do the required 10 hour field experience for this course. The field experience will include observations and working with children and youth with disabilities.

EDUC-SP 5516 Collaborating with Families and Other Professionals Credits: 3

This is a methods course in the master's degree sequence in special education of children and youth with mild/moderation disabilities. The course presents principles and procedures for fostering collaborative partnerships among family members, caregivers, educators, and human service personnel that lead to outcomes of individual and mutual empowerment. Candidates will engage in reflective thinking on their personal philosophical beliefs and interweave these beliefs with the skills needed to work with the multicultural issues facing families of children and youth with mild/moderate cross-categorical disabilities and other professionals. Prior to taking the course a background check must be completed in order to do the required 10 hour field experience for this course. The field experience will include observations and working with families of children and youth with disabilities and education professionals.

EDUC-SP 5517 Characteristics, Hist & Thrys: Emotional Disturbance In Children Credits: 3

An investigation of theories, classification, etiology, incidence, and characteristics of children with emotional/ behavioral disorders.

EDUC-SP 5570 Student Teaching in Special Education Credits: 8

This is the final clinical course in the master's degree sequence in special education of children and youth with mild/moderate disabilities. The purpose of this course is to provide a field-based experience in a setting where candidates will be fully responsible for designing curriculum and teaching students with mild/moderate cross-categorical disabilities. Placement sites reflect the multicultural diversity found in special education classrooms (K-12). This course requires candidates to apply content learned throughout the master's degree program in an authentic setting. Student teaching involves a full time commitment to the field for 16 weeks.

Prerequisites: EDUC-SP 5510, EDUC-SP 5511, Background check.

EDUC-SP 5589 Special Topics In Education Credits: 1-6

A course designed to deal with a special education topic which is not available in the regular course offerings. Topics, instructors, and prerequisites to be listed on the semester bulletin.

EDUC-SP 5598 Individual Studies Credits: 1-6

Review of the research and trends relative to selected problems in special education.