

SPECIAL EDUCATION (EDUC-SP)

Courses

EDUC-SP 401 Theories of Behavior and Policies in Special Education Credits: 3

This course is designed as an introductory undergraduate level class that introduces the special education teacher candidate to Applied Behavior Analysis (ABA) and its application in the classroom. The course addresses managing classroom behavior and that of individuals who present more challenging behavior including students with mild disabilities. Students must have completed a background check to do the required field experience for this course, which includes observations and working with youth with disabilities.

Prerequisites: Admission to the Teacher Education Professional Program

EDUC-SP 407 Educating Exceptional Children And Youth Credits: 3

An introductory course in special education concerning issues, theories, and practices for educating the exceptional student in both general and special classrooms or settings; identification and educational intervention procedures for children and adolescents with exceptionalities, including behavior disorder; learning disabled, mentally retarded, speech impaired; visually impaired, physically impaired, hearing impaired, multihandicapped and gifted.

EDUC-SP 408 Assessment and Data Literacy in Special Education Credits: 3

This is a foundations course in the undergraduate degree sequence in special education of children and youth with mild/moderate disabilities. The focus of the course is to provide the teacher candidate an understanding of formal and informal assessment and how to apply assessment tools in an applied setting. This course is applicable to candidates who plan to work with students with exceptional learning needs. The course will present the strengths and limitations for assessments as it relates to special education and students with special needs.

Prerequisites: Admission to Teacher Education Professional Program, background check.

Co-requisites: TCH-ED 397 or TCH-ED 480.

EDUC-SP 409 Cognition and Language Development in Mild/Moderate Cross-Categorical Disabilities Credits: 3

This is a specialized methods course in the undergraduate 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.

Prerequisites: Admission to Teacher Education Professional Program

EDUC-SP 410 Teaching Students with Mild/Moderate Cross-Categorical Disabilities Credits: 3

This course is the second methods course in a sequence for undergraduate students in the special education program. Teacher candidates will learn instructional methodologies, informed by best practice, to assess, plan and, implement instruction across multiple content areas, including science, social studies, math, writing, and reading. Students will learn to differentiate instruction in order to address specific learning needs of individuals with mild/moderate cross categorical disabilities.

Prerequisites: EDUC-SP 407

EDUC-SP 414 Behavioral Intervention and Instructional Support in Special Education Credits: 3

This is the second course of two courses addressing challenging behavior in the classroom setting. Candidates will reflect critically on social/affective curricular goals for children and youth with mild-moderate cross-categorical (MM/CC) disabilities. Candidates will learn best practices based on principles of Applied Behavior Analysis and apply those practices in designing behavior intervention plans for managing challenging behaviors. Students will create positive behavioral supports, collect functional behavioral assessment data, and use that data to develop behavior intervention plans.

Prerequisites: EDUC-SP 401