

# SPECIAL EDUCATION (SED)

## SED-2040 Introduction to Special Education (3 Credits)

**Requisite(s):** Complete ED-1201 with a B grade or higher, Overall GPA of 3.0 required, Complete ED-2020 with a B grade or higher

This course is designed to provide teacher candidates with an overview of the current policies, laws, specialized services, as well as evidence-based instruction of learners with special needs in the general, inclusive, and special education setting. 15 hours of fieldwork is required. Open to both childhood and adolescent education majors. 3.0 CUM GPA is a required

**Typically offered:** All Sessions

## SED-6000 Historical, Social and Legal Foundations Of Special Education (3 Credits)

**Requisite(s):** SED-6101-Concurrently

In this course students examine the historical foundations, legislative movements, and major court rulings in the provision of educational services for individuals with a wide range of disabilities. Topics to be addressed include federal and state mandates, due process rights and procedures, high-quality testing and evaluation, early intervention and transitional services, least restrictive environments, reasonable modifications, people-first language, and the availability of assistive technology in the education of students with disabilities. The development of a framework for removing barriers that enable an equal opportunity to benefit from all programs, services, and activities is highlighted.

**Typically offered:** All Sessions

## SED-6101 Child Growth and Development (3 Credits)

**Requisite(s):** SED-6000 concurrently

In this course students examine the theory and principles of human growth and development including the cognitive, emotional, sociocultural, and physical processes that impact typical and atypical development and learning. The course draws on the stage theories of Bandura, Bowlby, Erikson, Freud, Gilligan, Kohlberg, Piaget, and Vygotsky as orientations in investigating key questions in understanding growth milestones, including the impact of disabilities on academic performance. Awareness of the multidimensional and multicontextual underlying principles of development to inform effective evidence-based instruction in the 21st century inclusive classroom, and a pedagogical stance that enables all students to achieve educational outcomes are emphasized.

**Typically offered:** All Sessions

## SED-6102 Characteristics of Students With Disabilities (3 Credits)

**Requisite(s):** SED-6000, SED-6101, SED-6103-concurrently

In this course students examine the characteristics of students with disabilities specified under IDEA, including Specific Learning Disabilities (SLD), Autism Spectrum Disorder (ASD), Speech and Language Impairment, Visual Impairment, Emotional Disturbance, Orthopedic Impairment, Intellectual Disability, and Other Health Impairments. Emphasis is placed on collaboration in the referral process, the architecture of Individualized Education Plans (IEPs), and the important role educators play in identifying individual learner characteristics to design instructional and behavioral interventions and ensure that they are receiving the services they need to achieve educational outcomes.

**Typically offered:** All Sessions

## SED-6103 Assessment, Diagnosis, and Evaluation of Students With Disabilities (3 Credits)

**Requisite(s):** SED-6000, SED-6101, SED-6102-concurrently

In this course students examine the categories of disability served under The Individuals with Disabilities Act (IDEA) and the diagnostic assessments that are used in determining eligibility for special education services. Emphasis is placed on investigating assessment in context using an in-depth case method approach to be able to analyze the components of a comprehensive evaluation, interpret psychoeducational reports, as well as collaboration in the development of Individualized Education Plans (IEPs) that address the specific characteristics of learners with disabilities. Field experience required (10 hours).

**Typically offered:** All Sessions

## SED-6201 Curriculum & Methods of Instruction for Teaching Students With Disabilities (3 Credits)

**Requisite(s):** SED-6000, SED-6101, SED-6102, SED-6103

In this course students explore curricula and validated methods of instruction for teaching students with disabilities, special health care needs, and other exceptionalities in the inclusive classroom. Topics to be addressed include the qualities of successful teachers of inclusive instruction, specific instructional strategies and adaptations across the content areas, accommodations and modifications in the assessment of student learning, collaborative planning and co-teaching, and promoting success for all learners. Emphasis is placed on instructional design for inclusive education and critical practices for affirming diversity. Field experience required (10 hours).

**Typically offered:** All Sessions

## SED-6202 Management of Learning Environments For Students With Disabilities (3 Credits)

**Requisite(s):** SED-6000, SED-6101, SED-6102, SED-6103, SED-6201-Concurrently

In this course students examine best practices and multi-tiered systems of support in establishing classroom behavior management systems and increasing participation in activities for students with disabilities in inclusive settings. Major topics addressed include Positive Behaviors Interventions and Supports (PBIS), functional behavior assessment, preventative and corrective behavior intervention plans, research-validated behavioral interventions, and cultural competency in working with emotional and behavioral disorders to reduce disproportionality in school discipline. Collaborative and practical support services in the general education classroom are also addressed. Fieldwork experience required (20 hours).

**Typically offered:** All Sessions

## SED-6203 Collaborative Partnerships in Special Education (3 Credits)

**Requisite(s):**

SED-6000, SED-6101, SED-6102, SED-6103, SED-6201, SED-6202

In this course students examine effective strategies in establishing collaborative partnerships with general education teachers, paraprofessionals, support staff, and actively involving families in educational decision making to ensure the success of students with disabilities and other exceptionalities. The topics to be introduced include consultation with general education teachers, discussing eligibility for services, organizing and facilitating effective IEP meetings and productive parent-teacher conferences, meaningful family involvement, conferencing skills, empathic listening, reviewing behavior intervention plans, and coordination of resources to maximize student learning. The need for awareness of diversity among families and culturally responsive practices are highlighted.

**Typically offered:** All Sessions

**SED-6204 Literacy Interventions for Students With Disabilities (3 Credits)**

**Requisite(s):**

SED-6000,SED-6101,SED-6102,SED-6103,SED-6201,SED-6202,SED-6203-concurrently

In this course students examine the implementation of research-based reading and writing interventions to support a wide range of learners with disabilities and other exceptionalities in the acquisition of critical literacy skills for use inside and outside of the classroom. Guidelines in evaluating curricular materials that promote high-quality, meaningful, generative, and socially-based forms of literacy are emphasized.

**Typically offered:** All Sessions

**SED-6301 Literacy Interventions for English Language Learners (3 Credits)**

**Requisite(s):**

SED-6000,SED-6101,SED-6102,SED-6103,SED-6201,SED-6202,SED-6203,SED-6204,SED-6302-concurrently

In this course students examine evidence-based practices and interventions across the curriculum to promote higher levels of achievement for English Language Learners with academic challenges and those who have been referred for special education services. Emphasis is placed on the literacy skills of listening, speaking, reading, and writing to native English speakers and students who are English language learners. Culturally and linguistically responsive Multi-Tiered System of Supports (MTSS) in the process of assessment, instruction, and collaborative partnerships are also integral components of the course. Field experience required (10 hours).

**Typically offered:** All Sessions

**SED-6302 Education of Students With Autism (3 Credits)**

**Requisite(s):**

SED-6000,SED-6101,SED-6102,SED-6103,SED-6201,SED-6202,SED-6203,SED-6204,SED-6301-concurrently

In this course students examine the etiology, prevalence, and identification of Autism Spectrum Disorders (ASD) with an emphasis on evidence-based instructional methods and positive behavioral interventions used to support students in the areas of communication, social interaction, and play. Effective collaboration between school personnel and parents/guardians, as well as the availability of services and systems of support to maximize learner potential are also addressed.

**Typically offered:** All Sessions

**SED-6303 Assistive and Instructional Technologies In Special Education (3 Credits)**

**Requisite(s):**

SED-6000,SED-6101,SED-6102,SED-6103,SED-6201,SED-6202,SED-6203,SED-6204,SED-6301,SED-6302,SED-6990-concurrently

In this course students explore the application of assistive technology approaches and accommodations that maximize the learning potential for learners with disabilities and special needs including sensory, speech, language, and orthopedic impairment. Special attention is paid to current legislation governing assistive technology and interdisciplinary collaboration in identifying and evaluating instructional software/devices that can be used across the content areas to increase educational access and enable achievement for all learners.

**Typically offered:** All Sessions

**SED-6990 Supervised Practicum in Childhood Special Education (3 Credits)**

**Requisite(s):** SED-6303-concurrently

In this course students complete the formal supervised clinical component of the Masters in Childhood Special Education Program. The clinical experience offers teacher candidates an opportunity to gain direct practical experience in teaching students with disabilities in the general education classroom, including planning for and delivering instruction; implementing proactive strategies for managing behaviors; responding to the social, emotional, and behavioral needs of students with learning disabilities; differentiating instruction; evaluating and assessing student progress; communicating with parents/caregivers; and, collaborating within a multitiered support system in providing educational services to students with disabilities.

**Typically offered:** All Sessions