

EDUC N-SPECIAL EDUCATION (EDN)

Course Descriptions

EDN 501 Strategies for LD 3 Credit Hours

Content includes strategies for teaching students with learning disabilities in special and regular education classes. Course addresses diagnostic-prescriptive teaching, direct instruction, and specific strategies and materials addressing each academic area. The individualized education program (IEP), development of goals and objectives, linking assessment and instruction, inclusion, and generality of behavior change will also be included.

Prerequisite(s): EDC 460 or EDC 561

Restriction(s):

Cannot enroll if Class is

Can enroll if College is Education, Health, and Human Services

EDN 502 Social/Vocational Transitions 3 Credit Hours

Course includes strategies that teach age-appropriate social skills to elementary students with learning disabilities. Topics include interactive skills, self-management skills, self-concept, attitude, communication skills particularly pragmatics, assessing social skills, and differential responding in a variety of social settings found in the school, home, and community.

Prerequisite(s): EDC 460 or EDC 561

Restriction(s):

Cannot enroll if Class is

Can enroll if College is Education, Health, and Human Services

EDN 503 Assessment of the Learner 3 Credit Hours

Formal and informal assessment strategies used in the identification and service of students with handicaps are described. Technical and operations aspects of standardized testing, curriculum-based assessment, and informal strategies are described.

Prerequisite(s): EDC 460 or EDC 561

Restriction(s):

Cannot enroll if Class is

Can enroll if College is Education, Health, and Human Services

EDN 504 Assessment Practicum 1 Credit Hour

Clinical experiences with formal and informal assessment strategies currently used by special educators to identify and program for students with disabilities. Activities include administration, scoring, and interpretation of norm- and criterion-referenced tests, curriculum-based assessments, and informal assessment strategies. Deriving goals, objectives, activities, and strategies from assessment data are also included. Must be taken concurrently with EDN 503.

Prerequisite(s): EDC 501

Corequisite(s): EDN 503

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Undergrad Certification only or Graduate

Can enroll if College is Education, Health, and Human Services

EDN 505 Teaching Students with ADD 2 to 3 Credit Hours

Identification of the behavioral characteristics and instructional needs of students with attention deficit disorders and/or hyperactivity will be discussed. Conducting and interpreting assessment, promoting academic skill gains, sustained attention, task involvement, self-management and functional social skills, and managing hyperactive and hypoactive behaviors will be addressed. Strategies to support and promote family involvement and self-esteem will be described.

Restriction(s):

Can enroll if Class is Graduate

Can enroll if College is Education, Health, and Human Services

EDN 506 Collaboration in the Classroom 3 Credit Hours

Techniques for enhancing collaboration between special and regular classroom teachers of mainstreamed exceptional and low-achieving learners at all levels. Included are essential skills for managing and monitoring the learning process and maintaining collaborative partnerships.

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Undergrad

Certification only or Graduate

Can enroll if College is Education, Health, and Human Services

EDN 507 Ed of the Emotionally Impaired 2 Credit Hours

Explores educational strategies for the emotionally disturbed and behaviorally disordered. Emphasis is given to etiological factors and prescriptive approaches to teaching. The role of the teacher as a consultant, a modifier of behavior, and a learning strategist is explored.

Prerequisite(s): EDC 561

Restriction(s):

Can enroll if Class is Graduate

Can enroll if College is Education, Health, and Human Services

EDN 508 Internship Seminar - LD 2 Credit Hours

Seminar will focus on the discussion, development, and evaluation of Individualized Educational Programs, Individualized Transition Plans, and Behavior Intervention Plans for students with learning disabilities at a variety of internship sites. Topics will include academic and behavior assessment and strategies, curriculum, child study teaming, service delivery options and inclusion strategies.

Prerequisite(s): EDC 501 and EDN 501 and EDN 503 and EDN 504

Restriction(s):

Can enroll if Class is Graduate

EDN 520 Intro to Emotional Impairments 3 Credit Hours

Identification of the behavioral characteristics and instructional needs of children with emotional impairments/behavior disorders will be discussed. Causes of emotional impairments and environmental influences on behavior will also be discussed. Strategies for identification, assessment, and interpreting such instruments will be addressed. Finally, instructional strategies for students with emotional impairments will be described and practiced through classroom activities. (YR).

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Graduate

EDN 521 Practicum at Psych Facility 1 Credit Hour

Experience in a clinical setting with emotionally impaired individuals, for no less than 45 clock hours. Activities include working with cooperating teacher on tasks such as individual tutoring, data collection, informal assessment, and program implementation and evaluation. Also included will be the development of goals and objectives relevant for emotionally impaired students. (YR).

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Graduate

EDN 522 Emotional Impairments Intrnshp 3 Credit Hours

Field experience with elementary/secondary students with emotional impairments in classroom setting. Experiences include delivery of direct instruction, observations, tutoring, small and large group instruction, curriculum development, program development, and implementation and participation in the IEP process. Collaboration with regular classroom teachers, and other activities under the on-site supervision of an EI certified teacher and an EI-certified university field supervisor. Internship also includes weekly seminar. This course has EDN 520, EDN 525, EDN 526, EDN 523 with a "B" or better as prerequisites. (YR).

Prerequisite(s): EDN 520 and EDN 523 and EDN 525 and EDN 526

EDN 523 Strat: Emotional Impairments 3 Credit Hours

Course content includes strategies for teaching students with emotional impairments, including instruction on reading and mathematics. Course also includes strategies to deal with hyperactive behavior, aggressive behavior, socially withdrawn behavior, and delinquency. Strategies for effective teaching, and the development of instructional materials and learning environments for students with emotional impairments is included. The Individualized Educational Program, development of goals and objectives, linking assessment with instruction, and integrating students with emotional impairments into the regular classroom will also be covered. EDN 520 or EDC 501 is a prerequisite. (YR).

Prerequisite(s): EDN 520 or EDC 501

EDN 524 Couns Fam of Studts Emo Impair 2 Credit Hours

Course content focuses on preparing teachers to work with parents and families, to meet the academic, emotional, social and behavioral needs of students with emotional impairments. Issues concerning counseling families and students in educational settings will be discussed. Strategies for individual and group counseling will also be addressed and practiced through classroom activities. (YR).

Prerequisite(s): EDN 520

EDN 525 Eco-Behavioral Assessment 2 or 3 Credit Hours

Formal and informal assessment strategies used in identifying and serving students with emotional impairments are described. Assessment strategies include eco-behavioral assessment, functional analyses, naturalistic observation techniques, norm-referenced and criterion referenced tests, interviewing, achievement tests, and curriculum based assessment. Technical aspects of assessment, interpretation of data, and diagnostic strategies are also addressed, as well as using assessment instruments to facilitate more effective teaching for students with emotional impairments. To be taken concurrently with EDN 526. (YR).

Prerequisite(s): EDN 520 or EDC 501

Restriction(s):

Can enroll if Class is Graduate

EDN 526 Eco-Behav Assessment Practicum 1 Credit Hour

Clinical experiences with formal and informal assessment strategies currently used by special educators to identify and program for students with emotional impairments. Activities include practicing observation techniques, completing and analyzing eco-behavioral assessments and functional analyses. Also included are administration, scoring, and interpretation of norm-referenced and criterion referenced tests, curriculum based assessments, achievement tests, rating scales and checklists, and informal assessment strategies. To be taken concurrently with EDN 525. (YR).

Prerequisite(s): EDN 520

Corequisite(s): EDN 525

EDN 527 Inclusion:Multisen/Direct Inst 2 to 3 Credit Hours

Course addresses developing, implementing, and evaluating teaching strategies and materials that incorporate principles of direct instruction and multi-sensory activities that promote inclusion of students with special needs in general education settings, increase all students' academic achievement, and improve social interaction among students from a wide variety of social, economic, and cultural backgrounds. (F,W,S).

Restriction(s):

Can enroll if Class is Post-baccalaureate NCFD or Graduate

EDN 580 Mentally Impaired Child 2 to 3 Credit Hours

A course specially designed for regular classroom teachers to better equip them for effectively teaching children with mental impairments.

Restriction(s):

Can enroll if Class is Graduate

EDN 701 Strategies for LD 3 Credit Hours

Content includes strategies for teaching students with learning disabilities in special and regular education classes. Course addresses diagnostic-prescriptive teaching, direct instruction, and specific strategies and materials addressing each academic area. The individualized education program (IEP), development of goals and objectives, linking assessment and instruction, inclusion, and generality of behavior change will also be included.

Prerequisite(s): EDC 501

Restriction(s):

Can enroll if Class is Specialist or Doctorate

EDN 702 Social/Vocational Transitions 3 Credit Hours

Course includes strategies that teach age-appropriate social skills to elementary students with learning disabilities. Topics include interactive skills, self-management skills, self-concept, attitude, communication skills particularly pragmatics, assessing social skills, and differential responding in a variety of social settings found in the school, home, and community.

Prerequisite(s): EDC 501 or EDN 520

Restriction(s):

Can enroll if Class is Specialist or Doctorate

EDN 703 Assessment of the Learner 3 Credit Hours

Formal and informal assessment strategies used in the identification and service of students with handicaps are described. Technical and operations aspects of standardized testing, curriculum-based assessment, and informal strategies are described.

Prerequisite(s): EDC 460 or EDC 561

Restriction(s):

Cannot enroll if Class is

Can enroll if College is Education, Health, and Human Services

EDN 706 Collaboration in the Classroom 3 Credit Hours

Techniques for enhancing collaboration between special and regular classroom teachers of mainstreamed exceptional and low-achieving learners at all levels. Included are essential skills for managing and monitoring the learning process and maintaining collaborative partnerships.

Restriction(s):

Can enroll if Class is Specialist or Doctorate

EDN 720 Intro to Emotional Impairments 3 Credit Hours

Identification of the behavioral characteristics and instructional needs of children with emotional impairments/behavior disorders will be discussed. Causes of emotional impairments and environmental influences on behavior will also be discussed. Strategies for identification, assessment, and interpreting such instruments will be addressed. Finally, instructional strategies for students with emotional impairments will be described and practiced through classroom activities. (YR).

Restriction(s):

Can enroll if Class is Specialist or Doctorate
 Can enroll if Level is Specialist or or Doctorate
 Can enroll if College is Education, Health, and Human Services

EDN 723 Strat: Emotional Impairments 3 Credit Hours

Course content includes strategies for teaching students with emotional impairments, including instruction on reading and mathematics. Course also includes strategies to deal with hyperactive behavior, aggressive behavior, socially withdrawn behavior, and delinquency. Strategies for effective teaching, and the development of instructional materials and learning environments for students with emotional impairments is included. The Individualized Educational Program, development of goals and objectives, linking assessment with instruction, and integrating students with emotional impairments into the regular classroom will also be covered. EDN 520 or EDC 501 is a prerequisite. (YR).

Prerequisite(s): EDC 501 or EDN 520

Restriction(s):

Can enroll if Class is Specialist or Doctorate

EDN 725 Eco-Behavioral Assessment 2 to 3 Credit Hours

Formal and informal assessment strategies used in identifying and serving students with emotional impairments are described. Assessment strategies include eco-behavioral assessment, functional analyses, naturalistic observation techniques, norm-referenced and criterion referenced tests, interviewing, achievement tests, and curriculum based assessment. Technical aspects of assessment, interpretation of data, and diagnostic strategies are also addressed, as well as using assessment instruments to facilitate more effective teaching for students with emotional impairments. To be taken concurrently with EDN 526. (YR).

Prerequisite(s): EDC 501 or EDN 520

Restriction(s):

Can enroll if Class is Specialist or Doctorate

*An asterisk denotes that a course may be taken concurrently.

Frequency of Offering

The following abbreviations are used to denote the frequency of offering: (F) fall term; (W) winter term; (S) summer term; (F, W) fall and winter terms; (YR) once a year; (AY) alternating years; (OC) offered occasionally