

EDUC N-SPECIAL EDUCATION (EDN)

EDN 227 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 Undergraduate NCFD or Freshman or Sophomore or Junior or Senior

EDN 401 Strategies for LD 3 Credit Hours

Content includes strategies for teaching K-12 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 with instruction, inclusion, and generality of behavior change will also be included.

Prerequisite(s): EDC 460

Restriction(s):

Cannot enroll if Class is Freshman or Graduate

EDN 402 Socio-vocational Transitions 3 Credit Hours

This course includes strategies that teach age-appropriate social skills to students with disabilities in a variety of social settings found in the school, home and community. This course will also focus on issues relevant to vocational and community transitions for students with disabilities. As opposed to rote learning of material the course intends to provide students with a conceptual understanding of issues related to social and vocational transitions.

Restriction(s):

Can enroll if Class is Post-baccalaureate NCFD or Post-baccalaureate Cert only or Sophomore or Junior or Senior

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

EDN 403 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 operational aspects of standardized testing, curriculum based assessment, and informal strategies are described.

Prerequisite(s): EDC 460

Restriction(s):

Cannot enroll if Class is Freshman or Graduate

EDN 404 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 handicaps. 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 with EDN 403 for the LD endorsement. Students must submit the following clearances as prerequisites in order to register for this class (Blood Borne Pathogen test, Criminal Background Consent, Video Recording Consent).

Prerequisite(s): EDC 401 and Infect Disease/Blood Born Path with a score of 1 and Criminal Background Check with a score of 1 and Video Recording Consent with a score of 1

Corequisite(s): EDN 403

Restriction(s):

Can enroll if Class is Post-baccalaureate NCFD or Post-baccalaureate Cert only or Junior or Senior

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

EDN 406 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. As opposed to rote learning of material, the course will provide students with a conceptual and practical understanding of issues relevant to collaboration.

Restriction(s):

Can enroll if Class is Post-baccalaureate Cert only or Undergrad Certification only or Post-baccalaureate NCFD or Sophomore or Junior or Senior

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

EDN 408 LD Directed Teaching Seminar 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 directed teaching sites. Topics will include academic and behavior assessment and strategies, curriculum, child study teaming, service delivery options and inclusion strategies. Co-requisite: EDD 420 and EDD 413. Students must complete EDC 401, EDN 401, EDN 403, EDN 404 and EDN 402 prior to registering for their LD directed teaching.

Corequisite(s): EDD 413

Restriction(s):

Can enroll if Class is Senior

Can enroll if Major is Special Education

EDN 410 Intro to Cognitive Impair I 3 Credit Hours

Historical perspectives, definition, terminology, and assessment of the full spectrum of cognitive impairments are addressed. Identification of the behavioral, social, intellectual, communicative, vocational, adaptive, psychological, and educational/instructional needs of individuals with mild cognitive impairments across the lifespan.

Prerequisite(s): EDC 460

Corequisite(s): EDN 411

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 411 Cognitive Impair Pract I 1 Credit Hour

Experience in an educational setting with students with mild cognitive impairments for no less than 45 clock hours. Activities include working with the cooperating teacher on tasks such as individual instruction, data collection, informal assessment and program implementation and evaluation of IEP goals and objectives.

Prerequisite(s): EDC 460

Corequisite(s): EDN 410

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 412 Intro to Cognitive Impair II 3 Credit Hours

This course is an extension of introduction to Cognitive Impairments I. Identification of the behavioral, social, intellectual, communicative, vocational, adaptive, psychological and educational/instructional needs of individuals with moderate and severe cognitive impairments across the lifespan.

Prerequisite(s): EDC 460 and EDN 401 and EDN 411

Corequisite(s): EDN 413

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 413 Cognitive Impair Pract II 1 Credit Hour

Experience in an educational setting with students with moderate and severe cognitive impairments for no less than 45 clock hours. Activities include working with the cooperating teacher on tasks such as individual instruction, data collection, informal assessment and program implementation and evaluation of IEP goals and objectives.

Prerequisite(s): EDC 460 and EDN 410 and EDN 411

Corequisite(s): EDN 412

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 414 Assessment Cognitive Impair 3 Credit Hours

Course discusses different theories of intelligence and intellectual development. Students learn to identify and describe different instruments used to assess the intellectual, adaptive behavior, academic, language/communication, vocational and social needs of students with mild, moderate and severe cognitive impairments.

Prerequisite(s): EDC 460 and EDN 410 and EDN 411 and EDN 412 and EDN 413

Corequisite(s): EDN 415

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 415 Assessment Pract Cogn Impair 1 Credit Hour

Clinical experience with formal and informal assessment strategies currently used by special educators to identify needs and develop programming for students with mild, moderate and severe cognitive impairments. Activities include practicing observational techniques, completing, analyzing and interpreting various formal and informal assessments, including norm referenced and criterion referenced tests, achievement tests, rating scales and checklists.

Prerequisite(s): EDC 460 and EDN 410 and EDN 411 and EDN 412 and EDN 413

Corequisite(s): EDN 414

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 416 Strategies Cognitive Impair I 3 Credit Hours

Course content includes strategies for teaching students with mild cognitive impairments. Strategies for effective teaching and the development of instructional materials and learning environments for students with mild cognitive impairments is addressed. Functional academics, positive behavior supports, community based instructional support, self-determination, the use of instructional technology and supports, communication skills, adaptive behavior skills are covered within the context of the IEP, development of goals and objectives linking assessment with instruction, designing effective learning environments, and integrating students with mild cognitive impairments into the least restrictive environment.

Prerequisite(s): EDC 460 and EDN 410 and EDN 411 and EDN 414 and EDN 415

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 417 Strategies Cognitive Impair II 3 Credit Hours

Course content includes strategies for teaching students with moderate and severe cognitive impairments. Strategies for effective teaching and the development of instructional materials and learning environments for students with moderate and severe cognitive impairments are included. Functional academics, positive behavior supports, community based instructional support, self-determination, the use of instructional technology and supports, communication skills, adaptive behavior skills are covered within the context of the IEP, development of goals and objectives linking assessment with instruction, designing effective learning environments and integrating students with moderate and severe cognitive impairments into the least restrictive environment.

Prerequisite(s): EDC 460 and EDN 412 and EDN 413 and EDN 414 and EDN 415

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 418 Dir Teach I: Mild CI 2 Credit Hours

Field experience with students with mild cognitive impairments in classroom settings. Experiences include the delivery of direct instruction in functional academic, community based skills, functional living skills, and communication skills. Academic and behavioral assessments leading to the development and implementation of IEPs and BIPs are included. Students will also engage in observations, small and large group instruction, curriculum development, program development and implementation and participation in the EIP process. Collaboration with other classroom teachers in general and special education settings, and other activities under the on-site supervision of a certified CI teacher and university field supervisor. Directed teaching also includes weekly seminar.

Prerequisite(s): EDC 460 and EDN 410 and EDN 411 and EDN 414 and EDN 415 and EDN 416

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 419 Dir teach II: Mod/Sev CI 2 Credit Hours

Field experience with students with moderate and severe cognitive impairments in classroom settings. Experiences include the delivery of direct instruction in functional academic, community based skills, functional living skills, and communication skills. Academic and behavioral assessments leading to the development and implementation of IEPs and BIPs are included. Students will also engage in observations, small and large group instruction, curriculum development, program development and implementation and participation in the EIP process. Collaboration with other classroom teachers in general and special education settings, and other activities under the on-site supervision of a certified CI teacher and university field supervisor. Directed teaching also includes weekly seminar.

Prerequisite(s): EDC 460 and EDN 410 and EDN 411 and EDN 414 and EDN 415 and EDN 417

Restriction(s):

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

Can enroll if Level is Undergraduate

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

EDN 420 Intro to Emotional Impairments 3 Credit Hours

Identification of the behavioral characteristics and instructional needs of children with emotional impairments/behavior disorders. Causes of emotional impairments and environmental influences as well as 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.

Corequisite(s): EDN 421

Restriction(s):

Can enroll if Class is Post-baccalaureate NCFD or Post-baccalaureate Cert only or Junior or Senior

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

EDN 421 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, interpretation of psychological data, and program implementation and evaluation. Also included will be the development of individualized instructional strategies, classroom activities, the use of adaptive technology, interdisciplinary approaches and the development of relevant goals and objectives for emotionally impaired students.

Corequisite(s): EDN 420

Restriction(s):

Can enroll if Class is Post-baccalaureate NCFD or Post-baccalaureate Cert only or Junior or Senior

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

EDN 423 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 are included. The Individualized Education Program (IEP), development of goals and objectives, linking assessment with instruction, and integrating students with emotional impairments into the regular classroom will also be covered.

Restriction(s):

Can enroll if Class is Post-baccalaureate NCFD or Post-baccalaureate Cert only or Junior or Senior

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

EDN 425 Eco-Behavioral Assessment 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 test, and curriculum based assessment. Technical aspects of assessment, interpretation of data, and diagnostic strategies are also addressed, as well as using adaptive technology and assessment instruments to facilitate more effective individualized instruction for students with emotional impairments. Finally, integrating assessment results from other disciplines will also be addressed.

Corequisite(s): EDN 426

Restriction(s):

Can enroll if Class is Post-baccalaureate NCFD or Post-baccalaureate Cert only or Junior or Senior

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

EDN 426 Eco-Behav Assessment Pract 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, and 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. Practicum activities will also focus on using assessment results in curriculum design and instructional strategies to meet the individualized instructional needs of EI students.

Corequisite(s): EDN 425

Restriction(s):

Can enroll if Class is Post-baccalaureate NCFD or Post-baccalaureate Cert only or Junior or Senior
Can enroll if College is Education, Health, and Human Services

*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