

SPECIAL EDUCATION (PREK-12) CERTIFICATION

Program Description

In our PreK-12 Special Education program, you'll gain a comprehensive understanding of how to support students with diverse learning needs across all grade levels. You'll learn about various disabilities, interventions, and instructional strategies tailored to meet individual student needs. Through coursework and field experiences, you'll develop skills in assessment, curriculum adaptation, behavior management, and collaboration with families and other professionals. Our program emphasizes fostering inclusive learning environments, promoting equity, and advocating for the rights of students with disabilities. Upon completion, you'll be prepared to effectively support and empower students with disabilities to reach their full potential academically, socially, and emotionally.

Required for Program Completion

36 Credits

Core Courses

- EDC 503 Cognitive, Social, and Emotional Development
- EDC 510 Human Diversity
- EDC 604 Foundations of Schooling

Certification Courses

- BLS 601 Techniques of Teaching English to Speakers of Other Languages
- EDC 619 Introduction to Assessment and Instruction of Reading and Writing Difficulties
- EDC 644 Assessing the Needs of All Learners
- EDC 667 Implementing the IEP in the Inclusive Classroom

Inclusion Practicum

- EDC 643 Developing and Adjusting Instruction
- EDC 645 Planning and Instruction for Students with Special Needs
- EDC 661 Teaching All Students in Inclusive and Special Education Settings

Professional Semester

- EDC 662 Elementary and Special Education Student Teaching (candidates with no teaching experience)

OR

- EDC 669 Elementary and Special Education Supervised Teaching/ Transitional Teaching
 - Early Elementary and Special Education Supervised Teaching (candidates with two or more years of teaching experience and currently employed as teachers or teaching assistants and with approval of the Candidacy Committee)
- EDC 679 Special Methods of Teaching (seminar that accompanies student teaching)

Course Sequence

Course	Title	Credits
First Year		
EDC 503	Cognitive, Social, and Emotional Development	3
EDC 510	Human Exceptionalities	3

BLS 601	Techniques of Teaching English to Speakers of Other Languages	3
EDC 643	Developing and Adjusting Instruction	3
EDC 645	Planning and Instruction for Students with Special Needs	3
EDC 661	Teaching All Students in Inclusive and Special Education Settings	3
EDC 619	Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers	3
Credits		21
Second Year		
EDC 604	Foundations of Schooling	3
EDC 644	Assessing the Abilities of all Learners	3
EDC 667	Implementing the IEP in the Inclusive Classroom	3
EDC 662 or EDC 669	Elementary and Special Education Student Teaching or Elementary and Special Education Supervised Teaching/Transitional Teaching	3
EDC 679	Elementary and Special Education Special Methods of Teaching	3
Credits		15
Total Credits		36

Course Descriptions

EDC 503 Cognitive, Social, and Emotional Development

This course provides an overview of the physical, cognitive, psychosocial, emotional, and moral development for humans across the lifespan. Participants will explore theories of learning and development as they pertain to the individual in the home, in schools, the community, at work, individually, with families and with peers. Attention will be paid to both normative and nonnormative developmental trends.

EDC 510 Human Exceptionalities

This course introduces human exceptionalities and surveys the psychological, medical, legal, and social forces influencing the provision of services for exceptional people. Clarifies perceptions of exceptionalities, defines and describes key terms and concepts, and identifies major trends that affect the scope and nature of service to exceptional people.

EDC 604 Foundations of Schooling

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of educational institutions including, but not limited to schooling, both past and present are discussed. Schooling-related controversies are dissected and the organizational complexities of schools structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values based curriculum. The course provides resources for the development of educational policy- making perspective skills. It stresses the knowledge, skills and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 503, EDC 510, EDC 613

BLS 601 Techniques of Teaching English to Speakers of Other Languages

The course analyzes various methodologies used in teaching English as a second language. Emphasis is placed upon methods in teaching, listening, and speaking. Microteaching of difficult points of pronunciation and grammar is also emphasized. Significant attention is given to effective techniques in second-language acquisition.

EDC 619 Literacy Difficulties: Diagnosis and Instruction for Reading Specialists and Classroom Teachers

The major goal of this course is to help future and practicing teachers understand how reading and writing ability develop, why some students have difficulty learning to read/or write, how to diagnose and address reading and writing problems, why a variety of assessment and teaching techniques must be used to identify students' strengths and needs, and how to use the results to design appropriate instruction. The premise for this goal is that both understanding why and knowing how are necessary for a teacher to make informed decisions that impact reading and writing instruction. Prerequisite(s): EDC 617 or EDC 618; or enrolled in Special Education certification program

EDC 643 Developing and Adjusting Instruction

This course is designed to help elementary and special education teachers use a developmental perspective in order to design instruction that maximizes learning for a diverse groups of pupils. Further, this course will provide the knowledge necessary for teachers to adjust instruction to accommodate the wide variety of needs commonly found among children with and without disabilities and other needs in current elementary and special education classrooms. Education 643 provides the background necessary for understanding developmental levels, learning styles, and research-based instructional strategies that connect to unit development. Education 645 and 661 represents a summer practicum experience necessary to implement instruction in inclusive and non-inclusive educational settings. Prerequisite(s): EDC 503, EDC 510

EDC 645 Planning and Instruction for Students with Special Needs

This course will extend graduate students' understanding of Individualized Education Plan (IEP) planning, including the Individual Transition Plan, and how to collaborate with parents and outside agencies. Included will be IEP interpretation and accommodations for students classified as low incidence students, including autism. In addition, students will learn how to adjust standards-based units of instruction to meet the needs of students with moderate to severe disabilities. Addressed will be the following: functional and basic academics, communication, daily living skills, socialization, community experiences and related services. Prerequisite(s): EDC 643

EDC 661 Teaching All Students in Inclusive and Special Education Settings

An extension of EDC 645 in which participants design and deliver instruction to moderately and severely handicapped learners. Emphasizes the classroom application of research-based knowledge of child development and individual differences. Prerequisite(s): EDC 643 and EDC 645 or EDC 647

EDC 644 Assessing the Abilities of all Learners

This course provides an overview of norm-referenced, criterion-referenced, curriculum-based, and authentic assessments used in the evaluation of students with and without disabilities. Classroom-based practices using differentiated assessments are also emphasized in this course. Students will be engaged in evaluating a focus child and writing a report containing Individualized Educational Plan (IEP) goals to meet the needs of the student. Prerequisite(s): EDC 510 or permission

EDC 667 Implementing the IEP in the Inclusive Classroom

This hybrid course will enhance graduate students' understanding of how to interpret a Comprehensive Evaluation Report (CER) and Individualized Education Plan (IEP) in order to meet the academic, social, and/or behavioral goals of students with disabilities within the context of the general education curriculum. In addition, special consideration of the needs of English language learners and gifted and talented students will be addressed in the course. Application of universal design, differentiated instruction, and specific accommodations and strategies for students with disabilities will be stressed. Prerequisite(s): For the special education certification program: EDC 510, EDC 644, EDC 643, EDC 645, EDC 661; For the ASD program: EDC 655; EDC 665

EDC 662 Elementary and Special Education Student Teaching

Required of all Elementary and Special Education Certification candidates with no teaching experience. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 669 Elementary and Special Education Supervised Teaching/ Transitional Teaching

This course can, with permission of the Candidacy Committee, replace student teaching for candidates with one or more years teaching experience who are also currently employed as teachers. For one semester, the supervised teacher is observed and guided by University faculty while teaching in his/her own current private or public school position. The supervised teacher also conducts an action research project. Required of all certification candidates who are not required to take student teaching. Prerequisite(s): Must be taken as final course in certification sequence.

EDC 679 Elementary and Special Education Special Methods of Teaching
Weekly seminars held either on campus or at the practicum site designed to help students translate theory into practice by exploring teaching methods in the chosen area of certification. Research project required. Required of all certification candidates. Prerequisite(s): Must be taken as final course in certification sequence.