

Special Education (EDSP)

EDSP 304. Ed and Psyc Exceptl Child. 3 Credits.

In this course candidates will examine the various categories of exceptionality (gifted, cognitively delayed, Learning Disabled, visual/hearing/health impaired, physically disabled, and emotionally disturbed) by analyzing each category utilizing the following format: history, definition, prevalence, causes, characteristics, assessments, interventions, curriculum implications, mainstreaming and future considerations. Complementary to the in-class teaching and learning, candidates will participate in a 20-hour field practicum experience to aid in their theory-into-practice curriculum studies. Prerequisite: Level I admission to Teacher Education.

EDSP 392. Independent Study. 3 Credits.

Provides an opportunity for students to engage in directed research and study on an individual basis rather than in a formal class environment.

EDSP 460. Learning Disabilities. 3 Credits.

In this course the student will examine learning disabilities by studying the following: Theory of etiology, assessment, and teaching strategies utilized to remediate the disabilities. The course will also focus on other related topics such as the various types of assessment reports, the planning of individualized educational programs, the different systems for delivering special educational services, and future issues in the field of learning disabilities. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

EDSP 492. Independent Study. 3 Credits.

Provides an opportunity for students to engage in directed research and study on an individual basis rather than in a formal class environment.

EDSP 550. Ed & Psych of Exc Children. 3 Credits.

In this course candidates will examine the various categories of exceptionality (gifted, cognitively delayed, Learning Disabled, visual/hearing/health impaired, physically disabled, and emotionally disturbed) by analyzing each category utilizing the following format: history, definition, prevalence, causes, characteristics, assessments, interventions, curriculum implications, mainstreaming and future considerations. Complementary to the in-class teaching and learning, candidates will participate in a 20-hour field practicum experience to aid in their theory-into-practice curriculum studies. Prerequisite: Level I admission to Teacher Education. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.