COURSE DESCRIPTIONS

**EDU 502 Foundations of Special Education** (3 Credits)
A comprehensive overview of the laws, litigation and historical perspective of Special Education will be addressed. A level of knowledge and skill in terms of Service Delivery models will be included.

**EDU 514 Characteristics of Students with Disabilities** (4 Credits)
The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students (ages 3-21).

**EDU 518 Diagnostic Assessment for Special Education** (3 Credits)
Course will focus on children ages 3-21 and will develop the conceptual and procedural foundations for assessment. The course content will include: the assessment process, terminology, strategies, interpretation, alternative assessments, procedure, accommodations and modifications, recommendations, ethical/legal responsibilities, and communication assessment results.

**EDU 511 Special Education Methods/Materials** (4 Credits)
EDU 511 will focus on the following elements for students with disabilities – ages 3-21: Planning for Instruction; Learning Environment; Instructional Delivery; Foundations, Collaboration, Professional conduct/Leadership, and Reflection/Professional Growth. The EDU 511 course will include the use of ILS, IPTS, Greenville College Outcomes and Dispositions in conjunction with the LBSI Standards.

**EDU 527 Adaptive Strategies for Special Education** (3 Credits)
Adaptive Strategies for Special Education will focus on multiple and diverse support systems (methods and materials) for Special Education students (ages 3-21) . Course content will include: Review of historical, philosophical and legal foundations of special education; Design and delivery of moderate to intensive support systems to students – via IEP; Principles of instruction in community-based education; Adaptive strategies, equipment and materials; Augmentative and assistive technology devices; Augmentative and Alternative communication; Health Concerns and delivery of service; Curricular design and delivery of service; Lesson Planning: Inclusion; Resource; Instructional; Community Based; Classroom design; Collaborative planning/scheduling; Assessment of student progress/achievement – including Alternate Assessment.

**EDU 526 Secondary/Post Secondary Programming for Special Education** (3 Credits)
EDU 526 will provide candidates with a comprehensive overview of past, present and future educational programming for students at the secondary and post secondary level. Course content will include: Historical perspective of Special Education, Analysis of Educational Legislation, Examination of Specialized Delivery Systems, Secondary Program Planning and Implementation (Transition Plans/Lesson Plans), Career Education, Transition Planning and Post Secondary Alternatives.

**EDU 530 Behavior Management** (2 Credits)
The MAE Sp. Ed. program focuses on Behavioral Management to provide the professional teacher with an opportunity to research various theories and techniques related to classroom and behavioral management.

**EDU 536 Adapted Recreation and P.E. for Students with Disabilities** (3 Credits)
This course is designed to provide prospective teachers with experience in screening and assessment, formulating individualized performance objectives, key teaching and therapy skills, and programming for specific problems in organization and administration in physical education and recreation of students with disabilities.

**EDU 573 Special Education Research** (3 Credits)
Covers methods used to study the process of classroom teaching and learning. Multi-method designs are discussed, along with how different sources of data, both quantitative and qualitative, can be combined for interpretive purposes. Current Special Education research is the focus for the course.

**EDU 590 Thesis or Reflective Study** (6 Credits)
This course provides students the opportunity to conduct original research. OR A field-based study offers the opportunity to assess one or more educational programs to determine their efficacy. A formal presentation is required at the conclusion of the project.

OR

**EDU 595 Practicum in Special Education**
The practicum offers students the opportunity to participate in a supervised teaching assignment in an appropriate special education environment.

OR

**EDU 591 Comprehensive Overview of Special Education**
The course provides the student an opportunity to prepare a comprehensive research-based response to multiple and diverse special education queries related to their MAE - Special Education coursework.