

TEACHER EDUCATION SPECIAL EDUCATION (TESE)

TESE 816C – Practicum in Gifted/Talented Education 3 credit hours

This course is designed specifically to provide students the opportunity to teach gifted learners in a differentiated educational program. Students will plan, develop, implement, and evaluate educational experiences for gifted learners. In order to build an understanding of student needs across developmental and grade levels, the student will work with both elementary and secondary level gifted learners. A minimum of 90 clock hours is required.

Prerequisite: TESE 822P and TESE 823P and TESE 824 and TESE 825 and TESE 826 or department permission

TESE 816D – Practicum in Special Education 3-6 credit hours

This course is designed to provide practicum experience in the Special Education programs of Mild/Moderate Disabilities K-6, Mild/Moderate Disabilities 7-12, or Advanced Practitioner. Teachers are supervised by university faculty who may also contact an individual's principal. Students are expected to document 210 hours of direct contact with students of the appropriate grade level and disability for the endorsement they are seeking. This course is a semester course.

Total Credits Allowed: 24.00

TESE 821P – Nature and Needs of Exceptionalities 3 credit hours

This introductory course surveys the various disability areas in the field of special education and associated educational implications. Major influences from litigation and legislation are discussed along with contemporary issues and trends in special education and gifted education.

TESE 822P – Psychology & Education of Gifted & Talented Learners 3 credit hours

Topics for this introductory course will include the cognitive, social, emotional, and physical characteristics of gifted/talented learners, methods of identification, implications of cultural diversity, appropriately differentiated education, working with families, historical perspective of the field, and major research studies contributing to the knowledge-base. Emphasis will be placed on characteristics and differentiated instructional strategies.

TESE 823P – Guiding the Social & Emotional Development of Gifted/Talented Learners 3 credit hours

This course focuses on understanding the social and emotional characteristics and development of typical and special populations of gifted/talented learners, current theories and issues related to their guidance and counseling principles and strategies of intervention.

TESE 824 – Identification, Assessment, & Evaluation of High Ability Learners 3 credit hours

This in-depth course provides the student with the knowledge and concepts of basic statistics necessary to understand and administer selected assessment instruments used in the identification of high ability learners. The process and multiple strategies of identification will be a major focus to prepare the student to develop and/or improve current identification procedures. An additional focus will be on multiple strategies for the assessment of the high ability learner's work in the classroom. Developing a beginning understanding of the difference between student and program evaluation will be the final focus.

TESE 825 – Curriculum Design & Development for High Ability Education 3 credit hours

This course focuses on program planning, exemplary program models, and development of appropriately differentiated curricula for high ability learners.

TESE 826 – Program Design for High Ability Education 3 credit hours

This course is concerned with the development, implementation, and evaluation of programs for high ability learners, including procedures utilized when developing a district definition of high ability, philosophy and goals for high ability education, staff hiring and development, service delivery options, and public relations.

TESE 830 – Consult & Collaboration with Families & Agencies Serving Individuals with Disabilities 3 credit hours

This course provides students with the theory basis of collaboration. Students will learn to work with families and other professionals from all cultural and economic backgrounds, gain knowledge concerning family systems, the impact of having a child with special needs, and legal and procedural safeguards.

TESE 837P – Medical Aspects of Individuals with Disabilities 3 credit hours

This course provides students with a general knowledge of the medical conditions seen in children with disabilities. It will familiarize students with terminology, medications, procedures, equipment, and interventions used for children with medical complications. Teacher responsibilities in regards to medical conditions will be covered.

TESE 840 – Bilingual Special Education 3 credit hours

Students will be exposed to the latest research into the education of English language learners with disabilities, their identification, assessment, and instruction. Particular attention will be paid to the development of Appropriate Individualized Education Plans that reflect culturally responsive instruction in both segregated and inclusive environments.

TESE 861 – Legal Issues in Special Education and IEP Development 3 credit hours

This course provides students with the knowledge and understanding of the history and federal regulations in the field of special education. Professional ethics and code of conduct will be emphasized. Students will explore the foundations for various mandated activities such as parents' rights, IEP components and monitoring, special education placement procedures and mandated timelines. This course will emphasize the processes and procedures required to meet the State and Federal guidelines for providing appropriate Special Education Services to children with disabilities. The main focus will center on understanding the connection between the legal background and history and mandated requirements within the field.

TESE 862 – Formal and Informal Assessment in Special Education 3 credit hours

This course is designed to introduce students to the assessment process in special education by addressing procedural safeguards; data collection via informal and standardized procedures; issues in assessment; psychometric properties of standardized tests; and administration, scoring, and interpretation of selected instruments.

Additional Course Fee Required

TESE 863 – Research-Based Instructional Strategies for Students with Disabilities 3 credit hours

This course is designed to address the wide range of instructional needs of students with disabilities. Students will learn to synthesize and evaluate research on instructional techniques for classroom application. Academic instructional interventions will be emphasized. Students will apply their knowledge of lesson development and classroom management strategies. Contains a field component.

TESE 864P – Field Experience in Special Education 1 credit hour

This course is designed to provide practical application of learned skills. Students will be placed in a K-8 special education setting for a total of forty-five clock hours. Students will implement learning strategies and develop a behavior intervention plan. Students will complete five additional hours in the classroom or at events benefiting individuals with disabilities.

TESE 867 – Functional Behavior Assessment and Behavior Intervention Planning 3 credit hours

The course is designed for graduate level students to examine function-based behavior intervention strategies for individuals with disabilities who engage in challenging behavior. Students will be taught basic elements of functional analysis that includes: defining, observing, and recording behaviors as well as the creation of graphic displays for analysis. Ethical standards for behavior management, crisis intervention, and positive behavioral support will be highlighted. This course contains a functional assessment/intervention field component.

TESE 872 – Strategies for Teaching Students with Intellectual Disabilities 3 credit hours

The course is designed to prepare future educators to provide services for individuals with intellectual disabilities. Emphasis will be placed on interventions for life skills, communication, vocational, and functional academics. Additional interventions will include community-based instruction, study skills, and assessment of alternate curriculum. Accommodations and modifications to allow the child to be included in the general education curriculum will also be explored.

TESE 875P – Preparing Adolescents for the Post-Secondary World 3 credit hours

This course is designed to address the instructional needs of secondary students with disabilities to prepare them for life after high school graduation. Alternative secondary placements will be discussed as well as post-secondary options such as Technical Schools and College. Students will also learn how to develop self-advocacy skills and post-secondary accommodation plans.

TESE 876P – Transitional Issues for Individuals with Disabilities 3 credit hours

Assessment planning and instruction to facilitate educational and employment post-school outcomes will be emphasized. Federal and state laws governing minimum transition practices will be covered. Assessment, transition planning, services, interagency collaboration, resources, and instruction will be discussed to facilitate a successful transition.

TESE 879P – Teaching Social Skills to Students with Autism Spectrum Disorder 3 credit hours

This course is designed to provide students with the knowledge and skills to teach Social and Personal Skills for students with disabilities. Students will be exposed to various Social and Personal Skills programs and strategies that are presently available that have been designed for students with special needs. The development of role play, problem solving, social story, and social script techniques will be emphasized. In addition, students will be able to develop individualized instruction for students based on needs assessment data. Students will also apply their knowledge of age appropriateness in the development of social and personal skills lessons.

TESE 880 – Critical Issues in Special Education 3 credit hours

This course provides students with the knowledge and understanding of the critical issues facing the field of Special education. Professional ethics and code of conduct will be emphasized.

TESE 881 – Characteristics and Strategies for individuals with Emotional and Behavioral Health Disorders 3 credit hours

This course provides an in-depth coverage of the identification process, etiologies and characteristics associated with disorders that are categorized as learning disabilities or behavior disorders. Distinction from Pervasive Developmental Disorders and Severe Emotional Disturbance will be discussed.

TESE 882 – Applied Behavior Analysis 3 credit hours

This course provides an in depth examination of Applied Behavior Analysis (ABA). Students will examine the history and development of ABA as well as the use of ABA in the education of and research with individuals with disabilities.

TESE 883 – Intervention Strategies for Individuals with Behavioral & Emotional Disabilities 3 credit hours

This course will examine research effective strategies and interventions for working with students that have behavioral and emotional disabilities. Interventions appropriate for the three tiers of intervention will be explored.

Prerequisite: TESE 881

TESE 885 – Inclusion and Differentiation Strategies for the 21st Century Classroom 3 credit hours

The course addresses the instructional needs of all students with exceptionalities (disabilities and giftedness) as well as those from culturally diverse backgrounds in integrated settings. Special education referral process, Response to Intervention, Section 504, analysis of instruction/environment and its impact on learning, assignment/assessment modification, behavioral issues, and evaluation of student learning will be the emphasis. Research-based intervention strategies to differentiate instruction will also be presented.

TESE 886 – Co-Teaching & Collaborative Services 3 credit hours

The focus of this course addresses the co-teaching instructional model. Co-teaching is a strategy of teaching that is not easily employed by all professionals in the field. The ability to develop a culture of trust with one's co-teacher is essential to the success of the co-teaching model and classroom. To ensure this success, this course will introduce co-teaching models and strategies that will be able to be implemented in the rural setting as well as the urban setting. Topics will include co-teaching in a wide variety of settings including: charter schools, on-line schools, brick and mortar schools, homeschools, private and parochial schools, and military based schools both at home and overseas. Additionally, this course will focus on the necessity of professionalism when collaborating with ELL instructors, para-professionals, home instructors, parents, and school support service personnel, etc. Particular focus will be placed on the special educator/support facilitator's relationship with the general educator. This course will also include a wide variety of both national and international collaborative services and agencies available to support co-teachers in their mission to successfully educate all children inclusively.

TESE 888 – Positive Behavior Intervention and Supports 3 credit hours

This course presents the latest in practices and research in the field of Positive Behavior Intervention and Supports (PBIS). Students will be exposed to strategies and interventions to change challenging behavior and effectively maintain appropriate behaviors of students through positive behavior interventions and supports.

TESE 891 – Assistive Technology Assessment 3 credit hours

This course is a requirement for the Assistive Technology emphasis in the Masters degree in Special Education/Advanced Practitioner.

Prerequisite: TE 805P

TESE 894 – Research in Assistive Technology 3 credit hours

This course will examine current research utilizing assistive technology with students with disabilities.

Prerequisite: TE 800 or instructor approval