



### Special Education Minor

The special education minor is available for students interested in a concentration in various aspects of special education. While the minor is not required for IDS majors; the first three courses are on the IDS degree plan. Therefore, the additional course (EDUC 3335) will complete the minor. Secondary and all-level candidates are required to complete the first course (EDUC 2315) and have the option of completing the full minor. These courses are focused on preparing candidates for teaching in the general education classroom. The minor is also available for students in any major.

#### **EDUC 2315: Survey of Students in Diverse and Inclusive Settings**

This course provides an overview of issues, trends, and instructional considerations related to special education. Students will learn instructional strategies and considerations for gifted and talented education. An overview of mental health issues will introduce students to the characteristics and interventions of children with emotional and social needs. Throughout the course, students will learn about the history and current issues of special education, legal consideration concerning the rights and responsibilities involved in teaching children with special needs, characteristics of various categories of special education, and collaboration with the family and community support services. Fall/Spring

#### **EDUC 3343: Teaching Students with Learning Differences**

**(pre-requisite: EDUC 2315)**

This course will examine the academic, social, and behavioral needs of students with learning disabilities. Students will develop their understanding of learning differences and their proficiency in providing individualized and differentiated instruction. The primary goal of this course is to gain knowledge and skills that will better prepare teacher candidates to address the diverse needs of all students in their classroom. Students will address identification procedures, assessments, educational placements, and teaching strategies appropriate for general education and special education settings. Additionally, students will examine neurological and perceptual issues that may impact spoken language, reading, written language, and mathematics. Fall/Spring

#### **EDUC 3346: Teaching Students with Emotional and Behavioral Disorders**

**(pre-requisite: EDUC 2315)**

The purpose of this course is to develop a comprehensive understanding of the academic and behavioral needs of individuals with emotional and behavioral disorders. Students will address identification procedures, educational placements, behavior modification strategies, and instructional strategies to effectively meet the needs of students in general education and special education settings. Additionally, particular focus will be on mental health issues including identification and intervention supports. Fall/Spring

#### **EDUC 3335: Advocacy for Exceptional Learners**

**(pre-requisite: EDUC 2315)**

This course expands the content of EDUC 2315: Survey of Students in Diverse & Inclusive Settings to provide an overview of issues, trends, and instructional considerations associated with low incidence disabilities. The social justice teaching principles will provide a framework for the examination of the history and current issues related to special education, legal consideration concerning the rights and responsibilities involved in advocating for students with special needs, educational issues of various low incidence categories of special education, and collaboration with family and community support services. Fall/Spring

NOTE: In spring semesters of even years (2014, 2016, 2018, etc.), this course includes a study abroad component to include an international perspective of exceptional learners.