SPECIAL EDUCATION (SE)

SE 2080  Children and Youth with Disabilities (3)
Provides a foundation for understanding social, family, and educational contexts affecting the lives of children and youth with disabilities. Students explore historical and social factors that have shaped policies and understand the provisions of state and federal legislation relevant to children and youth with disabilities. Students explore: collaboration, disability types, referral process, and frameworks for support. Falls and Springs.
Prerequisite(s): restricted to Youth Development and Education, Early Childhood Education, Elementary Education, or Music Education majors.

SE 3070  Classroom Applications in Inclusive Education (3)
Broadens students' understanding and knowledge of the nature and needs of children with disabilities in traditional educational settings. Emphasis is on providing specific instructional strategies, diagnostic and academic interventions, effective programming and remediation for students with exceptionalities. Students work extensively with Individual Education Plans, 504 plans, behavior plans, as well as a variety of assessment instruments. Includes the use of direct instruction, curriculum-based assessment and systemic observations. Students are required to do a field placement with their Integrated Curriculum and Assessment classes. Falls and Springs.
Prerequisite(s): SE 2080.
Corequisite(s): ED 3060, ED 3080, ED 3090, MA 3070, and RL 3070 or Youth Development and Education majors with instructors permission.

SE 3090  Introduction to Special Education: Middle and Secondary (3)
Provides teachers and other social service professionals with the understanding and skill to work effectively with children with disabilities in integrated settings. Emphasis is placed upon the disabilities most prevalent in society, such as learning disabilities, behavior and emotional disorders and cognitive impairments. Other forms of disabilities to be discussed include sensory, neurological and musculoskeletal. Competencies to be presented and discussed are consistent with International Council for Exceptional Children standards and include: historical, philosophical and legal foundations of special education, characteristics of individuals with disabilities, communication and collaborative efforts among professionals, understanding professionalism and ethical practices in special education. An observation component is integral to this course. This course is designed for K-12 Teacher Certification and Middle School majors only. The course is not intended for majors in the Early Childhood Studies or Elementary Education and Childhood Studies Departments. Falls and Springs.