Course Master Syllabus

Course Number:	**SPED 301**
Course Title:	**Foundations of Special Education**
Number of Credit Hours:	3
Catalog Description:	History, philosophy, theories, and issues in special education. Overview of special education rules and processes.
Textbooks(s):	Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.
Course Learning Outcomes:	1.Demonstrates knowledge and understanding of the history, philosophy, and legal bases of Special Education 2.Demonstrates basic knowledge and understanding of the characteristics of various exceptionalities 3.Demonstrate knowledge of Classification of disabilities, their characteristics and continuum of severity, and their educational implications 4. Demonstrate knowledge of Similarities and differences among the cognitive, physical, cultural, social, emotional, and communication needs of typical and exceptional individuals

Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome	Student Learning Outcome(s)
	CO 1	SLO 1, 7, 8
	CO 2	SLO 1, 6
	CO 3	SLO 1
	CO 4	SLO 1, 6

Principal Topics Covered:	<u>*Topic*</u> [*Number of 50-minute Classes*] 1. Exceptionality and Special Education 2. Current Practices for Meeting the Needs of Exceptional Learners 3. Multicultural and Bilingual Aspects of Special Education 4. Parents and Families 5. Learners with Intellectual and Developmental Disabilities 6. Learners with Learning Disabilities 7. Learners with Attention Deficit Hyperactivity Disorder 8. Learners with Emotional and Behavioral Disorders 9. Learners with Autism Spectrum Disorders 10. Learners with Communication Disorders

	11. Learners Who Are Deaf or Hard of Hearing 12. Learners with Blindness or Low Vision 13. Learners with Low-Incidence, Multiple, and Severe Disabilities 14. Learners with Physical Disabilities and Other Health Impairments 15. Learners with Special Gifts and Talents

Course Number:	**SPED 302**
Course Title:	**Survey of Exceptionalities**
Number of Credit Hours:	3
Catalog Description:	A survey of exceptionalities across the life span including intellectual, language, speech, auditory, visual, behavioral, neurological, and physical impairments.
Textbooks(s):	Gargiulo, R. M.,(2009), *Special education in contemporary society*, Thousand Oaks, CA, SAGE Publications.
References:	Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.
Course Learning Outcomes:	1. Demonstrate an understanding of society's history of treatment of exceptional persons; 2. Demonstrate the ability to identify psychological, physical, educational, medical, behavioral, and learning characteristics and needs of individuals with exceptionalities; 3. Demonstrate an understanding of the definitions, etiologies,, and classification systems for various exceptionalities; 4. Demonstrate an understanding of legislation and regulations related to the field of special education and education and social rights of persons with exceptionalities. Demonstrate an understanding of the importance of maintaining ethical and professional standards and maintaining confidentiality with respect to sharing of personal information..
	5.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 2 SLO 1, 4 CO 3 SLO 1, 2 CO 4 SLO 1 CO 5 SLO 1, 7 CO 6 SLO 5, 7
Principal	*Topic [Number of 50-minute Classes]*

Topics Covered:	Part I: Foundations of Special Education Chapter 1: Special Education in Context: People, Concepts, and Perspectives Chapter 2: Policies, Practices, and Programs Chapter 3: Cultural and Linguistic Diversity and Exceptionality Chapter 4: Parents, Families, and Exceptionality Chapter 5: Assistive Technology Part II: A Study of Individuals with Special Needs Chapter 6: Individuals with Intellectual Disability Chapter 7: Individuals with Learning Disabilities Chapter 8: Individuals with Attention Deficit Hyperactivity Disorder Chapter 9: Individuals with Emotional or Behavioral Disorders Chapter 10: Individuals with Autism Spectrum Disorders Chapter 11: Individuals with Speech and Language Impairments Chapter 12: Individuals with Hearing Impairments Chapter 13: Individuals with Visual Impairments Chapter 14: Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities Chapter 15: Individuals Who Are Gifted and Talented
Course Number:	**SPED 303**
Course Title:	**Behavior Management in Special Education**
Number of Credit Hours:	3
Required or Elective:	
Catalog Description:	This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of behavior management will be explored and various approaches to management of Behaviour problems will be addressed. Developing and implementing individual behavior management plans will be emphasized.
Textbooks(s):	Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
Course Learning Outcomes:	CO-Id: 1. Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior; 2. Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors that can positively or negatively influence student behavior; 3. Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors; 4. Define behavior change terminology and principles of applied behavior analysis; 5. Define behaviors accurately and prepare behavioral objectives for a

	wide range of behaviors; 6. Describe, understand, and apply single subject research designs; 7. Develop and implement a behavior change program; 8. Describe strategies for promoting self-management
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 2 SLO 1, 5, 8 CO 3 SLO 7, 8 CO 4 SLO 2, 3, 5 CO 5 SLO 1 CO 6 SLO 2, 5 CO 7 SLO 1, 5 CO 8 SLO 2,3, 5, 7, 8 CO 9 SLO 1
Principal Topics Covered:	Topic [Number of 50-minute Classes] Chapter 1 Roots of Applied Behavior Analysis Chapter 2 Responsible Use of Applied Behavior Analysis Procedures Chapter 3 Preparing Behavioral Objectives Chapter 4 Procedures for Collecting Data Chapter 5 Graphing Data Chapter 6 Single-Subject Designs Chapter 7 Developing a Hypothesis for Behavior Change: Functional Assessment and Functional Analysis Chapter 8 Arranging Consequences That Increase Behavior Chapter 9 Arranging Consequences That Decrease Behavior Chapter 10 Differential Reinforcement: Antecedent Control and Shaping Chapter 11 Providing for Generalization of Behavior Change Chapter 12 Teaching Students to Manage Their Own Behavior Chapter 13 Putting It All Together
Course Number:	**SPED 304**
Course Title:	**Collaboration with Families and Professional**
Number of Credit Hours:	3
Catalog Description:	This course provides candidates with knowledge and skills of collaboration and consultation in special education. Among topics covered are historical and current roles of parents, family characteristics, communication and consultations skills, and resources in special education. The course emphasizes school visitation, family interview, and developing skills necessary to pinpoint problems facing special needs persons and families when interacting with schools and community resources.
Textbooks(s):	Sileo, N. A., Prater, M. A., Daye, J., & Whicker, J. (2011). *Working with families of Children with Special Needs: Family and Professional partnerships and Roles* (1st ed.). Merrill.

Course Learning Outcomes:	CO-Id: ------------------------ 1. Identify the qualities of effective communication and collaboration between educators and families of students with special needs found in the special education literature. 2. Describe procedures for managing and facilitating successful IEP meetings. 3. Model effective communication and collaboration in IEP role-playing situations. 4. Describe the cultural challenges that may occur in Qatar when working with families of students with special needs as well as approaches to address those challenges.. 5. Describe the requirements of confidentiality in working with students with special needs and their families. -
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 4 CO 2 SLO 1, 7 CO 3 SLO 1, 4 CO 4 SLO 4, 7 CO 5 SLO 7, 8
Principal Topics Covered:	Topic [Number of 50-minute Classes] chapter 1: historical and legal foundations of family involvement in special education chapter 2: historical and current perspectives of family involvement chapter 3: family members' roles and characteristics chapter 4: communicating and collaborating with families chapter 5: overview of diversity among families and professionals chapter 6: cultural competence and working with families from diverse backgrounds chapter 7: understanding the family perspective chapter 8: creating ieps with families and strategies for involving students chapter 9: overview of diversity among families and professionals chapter 10: special considerations for families: birth through high school chapter 11: special considerations for families: post-secondary students chapter 12: special considerations for families: post-secondary students

Course Number:	**SPED 305**
Course Title:	**Inclusive practices through Special Education**
Number of Credit Hours:	3
Catalog Description:	This course examines the social/emotional and academic needs of students with special needs in inclusive settings. The primary goal of this course is to introduce key strategies, and approaches that will assist in making the general education classroom more inclusive for all students. Topics covered include characteristics of disabilities, inclusive classroom practices, collaboration models, and response to intervention.
Textbooks(s):	Vaughn, S. Bos, C., & Schumm, J. (2011). Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom (5th Ed.), Boston: Allyn and Bacon.
References:	Hallahan, D.P., & Kauffman, J.M. (2009). Exceptional Learners: Introduction to Special Education. 11th ed. Needham Heights, MA: Allyn and Bacon.
Course Objectives:	1.understand procedures for designing effective and coherent instruction and assessment for all students 2. understand learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, classroom inclusive practices, 3. learn how to establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to respond to individual needs.
Course Learning Outcomes:	CO-Id: 1.Demonstrate understanding of the procedures for designing effective and coherent instruction and assessment for all learners, 2. Demonstrate understanding of the learning processes and factors that impact student learning and demonstrate this knowledge by planning effective classroom inclusive practices, 3. Establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to respond to individual learning needs.
Relationship of Course Outcomes to Program Level	Course Outcome Student Learning Outcome(s) CO 1 SLO 2, 3 CO 2 SLO 1, 2, 3 CO 3 SLO 4, 5

Student Learning Outcome(s):	
Principal Topics Covered:	*Topic [Number of 50-minute Classes]* *PART I. FOUNDATIONS* *1. Special Education and Inclusive Schooling* *2. Response to Intervention: Developing Success for All Learners* *3. Communicating and Collaborating with Other Professionals and Families* *4. Teaching Culturally and Linguistically Diverse Students* *5. Promoting Social Acceptance and Managing Student Behavior* *PART II. TEACHING STUDENTS WITH SPECIAL NEEDS* *6. Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder* *7. Teaching Students with Communication Disorders* *8. Teaching Students with Emotional and Behavioral Disorders* *9. Teaching Students with Autism Spectrum Disorders/Pervasive Developmental Disorders* *10. Teaching Students with Intellectual and Developmental Disabilities* *11. Teaching Students with Lower-Incidence Disabilities* *PART III. TEACHING PRACTICES* *12. Differentiating Instruction and Assessment for All Learners* *13. Promoting Excellence through the Teaching and Learning Connection* *14. Facilitating Reading* *15. Facilitating Writing* *16. Helping All Students Succeed in Mathematics*

Course Number:	**SPED 306**
Course Title:	**Educational Psychology for Special Education**
Number of Credit Hours:	3
Catalog Description:	This course introduces students to research based concepts and principles about human learning, development, and motivation and how that knowledge is applied to classroom teaching. Topics covered include child and adolescent development, learning, motivation, information processing with special emphasis on study of the exceptional learner.
Textbooks(s):	Snowman, J. & McCown, R., Biehler, R. F. (2012). Psychology applied to teaching (13th ed.). Wadsworth Cengage Learning..
References:	Vaughn, S. Bos, C., & Schumm, J. (2011). Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom (5th Ed.), Boston: Allyn and Bacon
Course Objectives:	1. Understand theories of development and their applications to the classroom; 2. Understand principles of cognitive and behavioral approaches to learning and their applications; 3. Understand factors contributing to individual differences in learning and diversity considerations in education; 4. Understand techniques of effective teaching and methods of designing effective and practical classroom interventions in inclusive classrooms; 5. Understand basic concepts of educational measurement
Course Learning Outcomes:	CO-Id: 1. Demonstrate understand theories of development and their applications to the classroom; 2. Demonstrate understand principles of cognitive and behavioral approaches to learning and their applications; 3. Demonstrate understand factors contributing to individual differences in learning and diversity considerations in education; 4. Demonstrate understand techniques of effective teaching and methods of designing effective and practical classroom interventions in inclusive classrooms; 5. Demonstrate understanding of basic concepts of educational measurement
Relationship of Course Outcomes to	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 6 CO 2 SLO 1, 5

Program Level Student Learning Outcome(s):	CO 3 CO 4 CO 5	SLO 1 SLO 5 SLO 1, 6
Principal Topics Covered:	*Topic [Number of 50-minute Classes]* *1. Applying Psychology to Teaching.* *2. Theories of Psychosocial and Cognitive Development.* *3. Age-Level Characteristics.* *4. Understanding Student Differences.* *5. Addressing Cultural and Socioeconomic Diversity.* *6. Accommodating Student Variability.* *7. Behavioral Learning Theory: Operant Conditioning.* *8. Information-Processing Theory.* *9. Social Cognitive Theory.* *10. Constructivist Learning Theory, Problem Solving, and Transfer.* *11. Motivation and Perceptions of Self.* *12. Classroom Management.* *13. Approaches to Instruction.* *14. Assessment of Classroom Learning.* *15. Understanding Standardized Assessment.* *16. Becoming a Better Teacher by Becoming a Reflective Teacher. - See more at:*	

Course Number:	**SPED 307**
Course Title:	**Assistive Technology**
Number of Credit Hours:	3
Catalog Description:	This course is an introductory course which is designed for special education students. The primary goal of the course is to help prospective teachers learn about the basics of assistive technology and technology in general applied to exceptional learners.
Course description	An introductory course which is designed for special education students. The primary goal of the course is to help prospective teachers learn about the basics of assistive technology and instructional technology in general applied to exceptional learners. It includes hardware such as augmentative communication devices and adaptive tools and software designed to support the participation of individuals with disabilities in the school or larger community setting.
Textbooks(s):	Belson, S. I. (2003). *Technology for Exceptional Learners*. Boston: Houghton Mifflin Company.
Course Objectives:	1.Understand how assistive technology can be applied in teaching and learning 2. Understand how assistive technology can be applied to students with various disabilities (i.e. high incidence and low incidence disabilities) 3. Understand and be able to make decisions regarding how to employ assistive technology with particular students and within particular classroom situations 4, Know where t be able to locate resources regarding assistive technology for students with exceptionalities 5. Understand and be able to implement assistive technology to help teachers better meet the needs of students
Course Learning Outcomes:	*CO-Id:* *1. Demonstrate understand theories of development and their applications to the classroom;* *2. Demonstrate understand principles of cognitive and behavioral approaches to learning and their applications;* *3. Demonstrate understand factors contributing to individual differences in learning and diversity considerations in education;* *4. Demonstrate understand techniques of effective teaching and methods of designing effective and practical classroom interventions in inclusive classrooms;*

	5. Demonstrate understanding of basic concepts of educational measurement
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 2, 3 CO 2 SLO 2, 3, 5 CO 3 SLO 2, 3, 5 CO 4 SLO 5, 8 CO 5 SLO 3, 5, 8
Principal Topics Covered:	Topic *[Number of 50-minute Classes]* Introduction to the course Assistive Technology & Academic Instruction – Literacy Assistive Technology & Academic Instruction – Mathematics Assistive Technology & Academic Instruction – Science Assistive Technology & Academic Instruction – Mathematics
	Assistive Technology & Disabilities – high Incidence Disabilities Assistive Technology & Disabilities – Low Incidence Disabilities Assistive Technology & Disabilities – Early Childhood Intervention Inspiration Concept Mapping Software Electronic Grade books On line Rubric Development Software Evaluation Web page Creation and Accessibility Integration of Technology National Educational Technology Standards WebQuery Design Telecommunication (as a tool for research, teaching, and learning.) Professional Development Computer Operations: operating systems (e.g., Mac/PC differences), file management, printing, saving, troubleshooting etc. Assistive Technology

Course Number:	**SPED 410**
Course Title:	**Infants, Toddlers, and Young Children with Disabilities**
Number of Credit Hours:	3
Number of Contact Hours:	45
Required or Elective:	Required
Catalog Description:	This survey course examines typical and atypical child development from conception through the early years; all developmental domains, cognitive, social/emotional, physical and communicative will be addressed. The course will draw on theory and relevant clinical and empirical literature in the examination of the development of infants and children with sensory, motor, cognitive and/or affective disabilities.
Textbooks(s):	Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. L. (2013). Children with Disabilities (7th Edition). Baltimore, Maryland: Paul Brook Publishing. Additional readings provided by the instructor to contextualize the course.
Student Learning Outcomes	**Outcome 1: Content** Demonstrate understanding of the key theories and concepts of the subject matter. **Outcome 2: Pedagogy** Plan effective instruction to maximize student learning. **Outcome 3: Technology** Use current and emerging technologies in instructionally powerful ways. **Outcome 4: Diversity** Foster successful learning experiences for all students by addressing individual differences. **Outcome 5: Problem Solving** Arrive at data-informed decisions by systematically examining a variety of factors and resources. **Outcome 6: Scholarly Inquiry** Actively engage in scholarship by learning from and contributing to the knowledge base in education. **Outcome 7: Ethical Values** Apply professional ethics in all educational contexts. **Outcome 8: Initiative** Lead positive change in education.
Course Objectives:	**This course is designed to enable students to:** 1.Demonstrate awareness of the critical development that occurs prenatal through early childhood. 2. Demonstrate knowledge of the major theories of human growth and development and interrelatedness of developmental domains in relation to children with disabilities. 3.Demonstrate knowledge of developmental disabilities and disorders, etiology, symptoms, impact on the child and family and on the child's learning. 4.Demonstrate knowledge of a bio-ecological perspective in relation to growth, development and learning.
Course Learning	**At the completion of this course, students will be able to:**

Outcomes:	1.Discuss prenatal, perinatal, and postnatal risk factors and the resulting effects on child development, prenatal through early childhood. 2.Apply major theoretical concepts to expectations for child development and implications for developing educational programs for young children with disabilities. 3.Describe characteristics, causes and symptoms of sensory impairments, sensory integration disorders, speech and language delays, neurological and motor disabilities, physical/orthopedic disorders, health conditions, mental disabilities, multiple handicaps. 4. Utilize a bio-ecological perspective in understanding the context, complexity, etiology, and outcome in relation to specific disorders and disabilities.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	*Course Outcome* *Student Learning Outcome(s)* CO-1 SLO 1 CO-2 SLO 1, 2, 5 CO-3 SLO 1 CO-4 SLO 1, 5
Principal Topics Covered:	*Topic* 1. Typical and atypical development 2. Developmental processes and factors affecting development 3. Developmental disabilities 4. Sensory disabilities 5. Physical and health impairments 6. Learning and behavior 7. The learning environment 8. Child development in context: a bio-ecological perspective 8. Facilitating social development 9. Facilitating communication development 10. Facilitating pre-academics and physical, self-care and adaptive development

Course Number:	**SPED 411**
Course Title:	**Assessment in Early Childhood Special Education**
Number of Credit Hours:	3
Number of Contact Hours:	45
Required or Elective:	Required
Catalog Description:	This course is designed to investigate assessment in early intervention and to apply knowledge of assessment instruments, curriculum and instructional strategies and program evaluation methods to intervention settings. The course includes strategies of observation and assessment, identifying strengths, individualizing instructional plans, and adapting classroom environments, curriculum and instructional methodologies to support the highest level of achievement for young children with disabilities.
Textbooks(s):	Bagnato, S., Neisworth, J., & Pretti-Frontczak (2010). LINKing authentic assessment and early childhood intervention. Baltimore, MD: Paul Brookes. Additional readings provided by the instructor to contextualize the course.
Student Learning Outcomes	**Outcome 1: Content** Demonstrate understanding of the key theories and concepts of the subject matter. **Outcome 2: Pedagogy** Plan effective instruction to maximize student learning. **Outcome 3: Technology** Use current and emerging technologies in instructionally powerful ways. **Outcome 4: Diversity** Foster successful learning experiences for all students by addressing individual differences. **Outcome 5: Problem Solving** Arrive at data-informed decisions by systematically examining a variety of factors and resources. **Outcome 6: Scholarly Inquiry** Actively engage in scholarship by learning from and contributing to the knowledge base in education. **Outcome 7: Ethical Values** Apply professional ethics in all educational contexts. **Outcome 8: Initiative** Lead positive change in education.
Course Objectives:	**This course is designed to enable students to:** 1. Describe the recommended practices and guiding principles for assessment. 2. Understand measurement and evaluation issues in early intervention, including issues related to diversity. 3. Describe the process of program evaluation in early intervention/early childhood special education. 4. Integrate developmental history, family information, cultural/ethnic factors, intervention history, previous and current assessment results into a

	comprehensive and cohesive report for parents and professionals.
Course Learning Outcomes:	**At the completion of this course, students will be able to:** 1. Demonstrate best practice in the selection of assessment and administration instruments for screening, diagnosis, program planning, child progress monitoring, and program evaluation purposes. 2. Identify, compare, and select valid, reliable and culturally sensitive assessment instruments appropriate to age, population, disability, and setting. 3. Demonstrate sound professional decision making in determining an appropriate early intervention service model. 4. Produce accurate and comprehensive documentation of child progress and family outcomes, including recommendation for referral, continued services, transition, or termination of services
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	*Course Outcome* *Student Learning Outcome(s)* CO-1 SLO 1, 2, 5 CO-2 SLO 4, 5 CO-3 SLO 2, 5, 7 CO-4 SLO 7
Principal Topics Covered:	*Topic* Chapter 1: Understanding Assessment Chapter 2: Response to Intervention Chapter 3: Assessment Framework Chapter 4: Involving Families Chapter 5: Reliability and Validity Chapter 6: Developing Technical Skills Chapter 7: Test Interpretation and Report Writing Chapter 8: Observing, Interviewing, and Conferencing Chapter 9: Behavior Chapter 10: Achievement: Overall Performance Chapter 11: Reading Chapter 12: Written Language Chapter 13: Oral Language Chapter 14: Mathematics Chapter 15: Performance-Based, Authentic, and Portfolio Assessments Chapter 16: Intelligence Chapter 17: Young Children Chapter 18: Youth in Transition

Course Number:	**SPED 412**
Course Title:	**Curriculum and Methods of Instruction in Early Childhood Special Education**
Number of Credit Hours:	3
Number of Contact Hours:	45
Required or Elective:	Required
Catalog Description:	This course covers children with physical, social, emotional and/or cognitive disabilities within educational settings. The course will provide an overview of current educational models and strategies specifically addressing curriculum development, instructional planning, and assessment as they relate to knowledge about learning processes, motivation, communication and classroom management.
Textbooks(s):	Salend, S. J. (2011). Creating inclusive classrooms: effective and reflective practices (7th ed.). Upper Saddle River, N.J.: Pearson. Additional readings provided by the instructor to contextualize the course.
Student Learning Outcomes	**Outcome 1: Content** Demonstrate understanding of the key theories and concepts of the subject matter. **Outcome 2: Pedagogy** Plan effective instruction to maximize student learning. **Outcome 3: Technology** Use current and emerging technologies in instructionally powerful ways. **Outcome 4: Diversity** Foster successful learning experiences for all students by addressing individual differences. **Outcome 5: Problem Solving** Arrive at data-informed decisions by systematically examining a variety of factors and resources. **Outcome 6: Scholarly Inquiry** Actively engage in scholarship by learning from and contributing to the knowledge base in education. **Outcome 7: Ethical Values** Apply professional ethics in all educational contexts. **Outcome 8: Initiative** Lead positive change in education.
Course Objectives:	**This course is designed to enable students to:** 1. Plan and implement developmentally appropriate curriculum to meet the educational and developmental needs of children with disabilities. 2. Understand the classroom environmental needs of children with disabilities. 3. Critically evaluate curriculum with respect to its appropriateness for students with disabilities. 4. Identify effective instructional techniques for differentiated instruction. 5. Uses formal and informal assessment strategies appropriately. 6. Learn how to work with other school professionals as part of the team effort.

Course Learning Outcomes:	**At the completion of this course, students will be able to:** 1. Plan daily lessons, and weekly and monthly units that are developmentally appropriate and meet of needs of children with disabilities. 2. Understand how to create and modify environments and experiences to meet the individual needs of children with disabilities. 3. Identify the scope and sequence of general education and special education, identify appropriate curriculum, materials, and resources, and critically evaluate curriculum with respect to its appropriateness for students with disabilities. 4. Identify effective instructional techniques for individual instruction, small group instruction, multiple group instruction, and whole class instruction including research-based instructional approaches. 5. Use assessment strategies to plan and individualize curriculum and teaching practices to meet the needs of individual children, and to ensure the continuous physical, social, emotional, and cognitive development of all children, regardless of ability. 6. Identify the roles and responsibilities of paraprofessionals related to instruction, intervention, and direct service as well as be able to structure, direct and support the activities of paraprofessionals, volunteers, and tutors.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	*Course Outcome* *Student Learning Outcome(s)* CO-1 SLO 1, 2, 4 CO-2 SLO 2, 4 CO-3 SLO 1, 2, 4 CO-4 SLO 2 CO-5 SLO 1 CO-6 SLO 8
Principal Topics Covered:	*Topic* 1. What is special education and inclusion 2. How are students identified for special education, characteristics, interventions and assessment used with specific disabilities 3. Differentiated instruction 4. How to create developmentally appropriate curriculum for diverse learners 5. Large & small group instruction 6. Differentiating reading & writing 7. Differentiating math, science, social studies & literacy 8. Behavior and classroom management 9. Social and personal aspects of inclusion 10. Developing Individual Education Plan (IEPs) based on assessment data 11. Working with professionals and families

Course Title:	**Planning and Programming in Early Childhood Special Education**
Number of Credit Hours:	3
Number of Contact Hours:	45
Catalog Description:	The purpose of this course is to provide knowledge and skills necessary to implement family guided, relationship based intervention for families with young children with disabilities and children at risk for disability. Family guided intervention suggests that families are able to determine child and family strengths, needs, important outcomes, and necessary services. The role of the interventionist or educator is to assist the family to achieve their outcomes by providing information, support and resources so that optimal services and programs can be provided.
Textbooks(s):	Turnbull, A, Turnbull, R., Erwin, E., & Soodak, L. (2010). Families, professionals, and exceptionality: Positive outcomes through partnership and trust. (6th ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall. Additional readings provided by the instructor to contextualize the course.
Student Learning Outcomes	**Outcome 1: Content** Demonstrate understanding of the key theories and concepts of the subject matter. **Outcome 2: Pedagogy** Plan effective instruction to maximize student learning. **Outcome 3: Technology** Use current and emerging technologies in instructionally powerful ways. **Outcome 4: Diversity** Foster successful learning experiences for all students by addressing individual differences. **Outcome 5: Problem Solving** Arrive at data-informed decisions by systematically examining a variety of factors and resources. **Outcome 6: Scholarly Inquiry** Actively engage in scholarship by learning from and contributing to the knowledge base in education. **Outcome 7: Ethical Values** Apply professional ethics in all educational contexts. **Outcome 8: Initiative** Lead positive change in education.
Course Objectives:	**This course is designed to enable students to:** 1. Demonstrate knowledge of the importance of family systems theory.

	2. Identify cultural, socioeconomic, ethical, historical factors and personal values influencing the family and the child. 3. Demonstrate best practice in identifying service and educational needs. 4. Demonstrate knowledge of school and community based services available, infancy through preschool age. 5. Demonstrate ability to develop a program plan to meet the needs of families and children with disabilities.
Course Learning Outcomes:	**At the completion of this course, students will be able to:** 1. Demonstrate knowledge of family systems theory and its application to early intervention within the ecological model. 2. Identify and discuss cultural, socioeconomic, ethical, historical factors and personal values that influence family decisions in relation to intervention and programming for a child with disabilities. 3. Demonstrates best practice in the selection of family-based assessment instruments to identify the families' resources, priorities, and concerns. 4. Identify school and community based services available, infancy through preschool age, matching the needs of the child and family with the appropriate program and services offered. 5. Develop a comprehensive service plan to meet the needs of families and children with disabilities.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	*Course Outcome* *Student Learning Outcome(s)* CO-1 SLO 1, 5 CO-2 SLO 1, 4 CO-3 SLO 5, 8 CO-4 SLO 4, 5 CO-5 SLO1, 4, 5, 7, 8
Principal Topics Covered:	*Topic* 1. Family system theory and history of family involvement in addressing special needs 2. Discovering family concerns, priorities and resources: Sensitive family information gathering, cultural considerations 3. Family assessment and family outcomes 4. Theoretical models for working with families 5. Resources: Local and regional 6. Mental health interventions: Infancy through early childhood 7. Behavioral Interventions: Infancy through early childhood 8. Service and program considerations for children with multiple disabilities 9. Matching needs with service: Developing a program plan 10. Family, professional and political advocacy

Course Number:	**SPED 414**
Course Title:	**Early Childhood Language and Communication**
Number of Credit Hours:	3
Number of Contact Hours:	45
Required or Elective:	Required
Catalog Description:	This course covers basic communication principles and anatomy as well as more complex learning and language deficits. Students will learn how language is acquired, used and the effects on communication with various types of speech and language disorders. This course will provide opportunities to practice techniques for working with and observing communication disorders. The connection between early childhood curriculum and language learning and how that applies to supporting the educational and developmental need of children with communication disorders will also be addressed.
Textbooks(s):	Kuder, S. Jay. (2012). Teaching Students with Language and Communication Disabilities, (4th Edition). Boston: Pearson, Allyn & Bacon. Additional readings provided by the instructor to contextualize the course.
Student Learning Outcomes	**Outcome 1: Content** Demonstrate understanding of the key theories and concepts of the subject matter. **Outcome 2: Pedagogy** Plan effective instruction to maximize student learning. **Outcome 3: Technology** Use current and emerging technologies in instructionally powerful ways. **Outcome 4: Diversity** Foster successful learning experiences for all students by addressing individual differences. **Outcome 5: Problem Solving** Arrive at data-informed decisions by systematically examining a variety of factors and resources. **Outcome 6: Scholarly Inquiry** Actively engage in scholarship by learning from and contributing to the knowledge base in education. **Outcome 7: Ethical Values** Apply professional ethics in all educational contexts. **Outcome 8: Initiative** Lead positive change in education.
Course Objectives:	**This course is designed to enable students to:** 1. Demonstrate knowledge of components and functions of language. 2. Demonstrate knowledge of the diversity in language acquisition among children with various disabilities. 3. Identify and analyze physical abnormalities of the speech mechanism and impact on neurological and speech/language acquisition in relation to educational methods and practice. 4. Demonstrate understanding of assistance technology available to facilitate communication.
Course Learning	**At the completion of this course, students will be able to:**

Outcomes:	1.Identify and analyze the components and functions of language (phonology, morphology, syntax, semantics, and pragmatics). 2. Demonstrate knowledge of the unique characteristics of the language acquisition process among children with various exceptionalities. 3.Identify and assess the impact of language and communication skills on student's academic performance and on instructional planning. 4.Identify and utilize augmentative and assistance technology to facilitate and support communication.

Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	*Course Outcome*	*Student Learning Outcome(s)*
	CO-1	SLO 1
	CO-2	SLO 1, 4
	CO-3	SLO 2
	CO-4	SLO 2, 3, 5

Principal Topics Covered:	*Topic* 1. Theories of language development 2. Components of communication and of language 3. Speech mechanism 4. Assessment: Emerging language in the pre-linguistic period 5. Assessment: First language, early language learning 6. Interpreting assessment data and developing goals and objectives for intervention 7. Acquisition of reading and writing skills 8. Special populations- Autism, SLI and DAS 9. Principles of intervention 10. Assistance technology

Course Number:	**SPED 415**
Course Title:	**Early Childhood Social and Emotional Development**
Number of Credit Hours:	3
Number of Contact Hours:	45
Catalog Description:	This course will address issues of social learning and behavior in childhood education with specific attention given to addressing the needs of children with social and emotional disorders. Various models of learning and motivation will be explored. The course is structured to engage students in developing and implementing strategies that support and assist students in developing social and prosocial skills. This course will highlight current research regarding assessment and intervention considerations in communication, social interaction, and social skill building.
Textbooks(s):	Flick, G. l. (2010). Understanding and managing emotional and behavior disorders in the classroom. New Jersey: Pearson. Additional readings provided by the instructor to contextualize the course.
	Outcome 1: Content

Student Learning Outcomes	Demonstrate understanding of the key theories and concepts of the subject matter. **Outcome 2: Pedagogy** Plan effective instruction to maximize student learning. **Outcome 3: Technology** Use current and emerging technologies in instructionally powerful ways. **Outcome 4: Diversity** Foster successful learning experiences for all students by addressing individual differences. **Outcome 5: Problem Solving** Arrive at data-informed decisions by systematically examining a variety of factors and resources. **Outcome 6: Scholarly Inquiry** Actively engage in scholarship by learning from and contributing to the knowledge base in education. **Outcome 7: Ethical Values** Apply professional ethics in all educational contexts. **Outcome 8: Initiative** Lead positive change in education.
Course Objectives:	**This course is designed to enable students to:** 1.Understand the strengths, needs and learning characteristics of children who are affected by a variety of social and emotional disorders. 2. Identify positive behavioral intervention and supports. 3. Understand how to structure a classroom environment that will promote optimum student engagement in the educational process. 4. Understand the concept and procedure of functional behavioral assessment. 5. Develop intervention plans. 6. Understand how to assess the effectiveness of an intervention plan.
Course Learning Outcomes:	**At the completion of this course, students will be able to:** 1. Identify the learning and behavioral characteristics of young learners with social and emotional challenges. 2. Utilize appropriate strategies to support desired outcomes that are socially significant. 3. Understand how classroom environments can be designed to reduce challenging behaviors. 4. Identify ways to assess the functions of behavior, including interviews, observation, ABC charts, and FA's. 5. Develop intervention plans that reflect best practices, including antecedent strategies and replacement skills. 6. Evaluate the effectiveness of intervention.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	*Course Outcome* *Student Learning Outcome(s)* CO-1 SLO 1 CO-2 SLO 2, 4, 5 CO-3 SLO 5 CO-4 SLO 1, 5 CO-5 SLO 1, 5, 7, 8 CO-6 SLO 2,4
Principal Topics Covered:	*Topic* 1. Typical and atypical social and emotional development in young children

2. Introduction to social and emotional disorders and continuum of positive behavior supports
3. Characteristics of children with social and emotional disorders
4. Classroom management strategies
5. Overview of functional assessment
6. Selecting target behaviors, developing behavioural objectives
7. Defining the problem through systematic observation
8. Developing, implementing and evaluating intervention plans
9. Self-management
10. Ethics of behavior change procedures

Course Number:	**SPED 416**
Course Title:	**Early Childhood Motor Learning**
Number of Credit Hours:	3
Number of Contact Hours:	45
Required or Elective:	Required
Catalog Description:	This course will address physical disabilities in young children with specific attention given to classroom dynamics and ways of accommodating and supporting children with motor disabilities. The course is structured to engage students in developing and implementing strategies that support and accommodate the child's physical needs. This course will highlight current research regarding assessment, intervention and accommodation.

Textbooks(s):	Kirk, S., Gallager, J., Coleman, M. R., & Anastasiow, N. (2012). Educating exceptional children
	    (13th ed.). Wadsworth, Belmont, Ca.
	Mulligan, S. (2014). Occupational evaluation: Therapy for children (2nd ed.).
	Lippincott Williams &
	    Wilkins: Philadelphia.
	Additional readings provided by the instructor to contextualize the course.

Student Learning Outcomes	**Outcome 1: Content** Demonstrate understanding of the key theories and concepts of the subject matter. **Outcome 2: Pedagogy** Plan effective instruction to maximize student learning. **Outcome 3: Technology** Use current and emerging technologies in instructionally powerful ways. **Outcome 4: Diversity** Foster successful learning experiences for all students by addressing individual differences. **Outcome 5: Problem Solving** Arrive at data-informed decisions by systematically examining a variety of factors and resources. **Outcome 6: Scholarly Inquiry** Actively engage in scholarship by learning from and contributing to the knowledge base in education. **Outcome 7: Ethical Values** Apply professional ethics in all educational contexts. **Outcome 8: Initiative**

	Lead positive change in education.
Course Objectives:	**This course is designed to enable students to:** 1. Understand typical and atypical physical development. 2. Identify positive intervention and accommodation supports. 3. Understand how to structure a classroom environment that will promote optimum student engagement in the educational process. 4. Develop intervention plans that reflect best practice. 5. Understand how to assess the effectiveness of an intervention plan.
Course Learning Outcomes:	**At the completion of this course, students will be able to:** 1. Identify the needs of children with motor disablities. 2. Utilize appropriate strategies to support and accommodate desired outcomes. 3. Understand how classroom environments can be designed to support and accommodate children with motor disabilities. 4. Develop intervention plans that reflect best practices. 5. Evaluate the effectiveness of intervention.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	*Course Outcome* *Student Learning Outcome(s)* CO-1 SLO 1 CO-2 SLO 2, 4, 5 CO-3 SLO 1 CO-4 SLO 1, 5, 7, 8 CO-5 SLO 2, 4
Principal Topics Covered:	*Topic* 1. Introduction to physical development in children: Typical and atypical development 2. Characteristics of children with motor disabilities 3. Overview of functional assessment 4. Identifying support and accommodation needs through systematic assessment and observation 5. Promoting independence through the use of instructional strategies 6. Classroom management strategies 7. Developing support and accommodation plans 8. Implementing support and accommodation plans 9. Evaluating intervention plans 10. Evidence based practice

Course Number:	**SPED 308**
Course Title:	**Promotion of Mental Health in Children and Youth**
Number of Credit Hours:	3
Catalog Description:	This course focuses on the assessment of children and youth with mental health disorder. The course is going to help students understand different disorder that they are going to be dealing with. The course will highlight mental health disorders in special education settings like learning and cognitive disorders. The course is designed to help the student recognize mental health disorders that he is going to deal with in the working field and not to give diagnosis for children.
Textbooks(s):	Cooly, Myles L. (2007). Teaching Kids with Mental Health & Learning Disorders in the Regular Classroom: How to Recognize, Understand, and Help Challenged (and Challenging) Students Succeed. Minneapolis, MN: Free Spirit Publishing INC.
Course Objectives:	1- Provide students with an understanding of the mental health disorder in children and youth. 2- Students will learn how to differentiate between different mental disorders that children and youth might have. 3- Cover resources in the community that a students can use to help them define mental health disorders they are dealing with.
Course Learning Outcomes:	1- Demonstrate a knowledge of mental health disorders that children and youth could have. 2- Be able to recognize symptoms of child and youth mental disorders. 3- Identify resources that could provide them with a diagnosis children and youth.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 4 CO 2 SLO 1, 2 CO 3 SLO 5, 7, 8
Principal Topics Covered:	the role of schools in addressing mental health and learning disorders mental health and learning disorders the changing nature of special education assessing student needs effective classroom policies and procedures effective teaching strategies for meeting diverse student needs establishing a safe and caring classroom building social skills in students

	anxiety disorders
	obsessive-compulsive disorder (ocd)
	social anxiety disorder (sad)
	post-traumatic stress disorder (ptsd)
	panic disorder
	school refusal
	mood disorders
	depressive disorders
	bipolar disorder
	communication disorders
	articulation disorders
	receptive and expressive language disorders
	learning disabilities
	attention deficit hyperactivity disorder (adhd)
Course Number:	**SPED 420**
Course Title:	**Children and Youth with Disabilities**
Number of Credit Hours:	3
Catalog Description:	This course is an introduction to special education with information regarding characteristics of individuals with exceptionalities, evidence-based instructional strategies, as well as legal policies in meeting students' needs.
Textbooks(s):	Smith, D., & Tyler, N. (2014). Introduction to contemporary special education. Upper Saddle River, NJ: Pearson
References:	Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.
Course Objectives:	1. Demonstrate knowledge of the overview of laws that govern special education 2. Describe the role (including collaboration) of each participant in the referral, assessment, and IEP process. 3. Demonstrate knowledge of the definitions, development, and individual differences of individuals with exceptionalities identified by IDEA. 4. Identify learning characteristics of students with exceptionalities. 5. Determine evidence-based general and specialized curricula to individualize instruction for students with exceptionalities.
Course Learning Outcomes:	*CO-Id*: 1. Demonstrate understanding of the different disabilities faced at schools. 2. Demonstrate understanding of the learning processes and factors that impact student learning and the basics of applying effective classroom inclusive practices 3. Demonstrate understanding of the evidence-based general and specialized curricula to individualize instruction for students with exceptionalities.

Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome	Student Learning Outcome(s)
	CO 1	SLO 1, 4
	CO 2	SLO 1, 4
	CO 3	SLO 6

Principal Topics Covered:	Topic *[Number of 50-minute Classes]*
	1. Course Overview
	2. Special Education Overview, IDEA
	3. Inclusion
	4. Planning and Providing Special Education Services
	5. Pre-referral and Referral process/IEP's
	6. Learning Disabilities
	7. Intellectual Disability
	8. Emotional/Behavioral Disorders
	9. Behavior Management

Course Number:	**SPED 421**
Course Title:	**Assessment for School-Based Special Education**
Number of Credit Hours:	3
Required or Elective:	
Catalog Description:	This course provides students with knowledge of current concepts and issues in the area of assessment in special education, with knowledge and practice in administering a standardized assessment as well as curriculum based assessments. Current issues in assessment such as assessing students from diverse backgrounds and response to intervention (RTI) will be covered
Textbooks(s):	Hosp, M. K., Hosp, J. L., and Howell, K. W. (2007). The ABCs of CBM: A practical guide to curriculum based measurement. New York , NY : Guilford.

Cohen, L. G., & Spenciner, L. J. (2011). Assessment of children and youth with special needs. Boston , MA : Pearson. |
| | |
| References: | Cummings, K. C., Atkins, R., Allison, R., & Cole, C. (2008). Response to intervention: Investigating the new role of special educators. TEACHING Exceptional Children, 40(4), 24-31 |
| Course Objectives: | 1. define common assessment terms such as norm referenced, criterion referenced, norms, reliability, validity, and curriculum based measurement.
2. discuss basic statistics (mean, median, mode, standard deviation, correlation) and standardized scores commonly used in assessment reports and be able to locate resources that can be helpful in learning to interpret such statistics and scores
3. correctly score curriculum based measures of reading, math, spelling and writing |

Course Learning Outcomes:	*CO-Id*: 1.Demonstrate understanding of the procedures for designing effective and coherent instruction and assessment for all learners, 2. Demonstrate understanding of the learning processes and factors that impact student learning and demonstrate this knowledge by planning effective classroom inclusive practices, 3. Establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to respond to individual learning needs.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	<u>Course Outcome</u> <u>Student Learning Outcome(s)</u> CO 1 SLO 1, 2, 3, 4 CO 2 SLO 1, 2, 5 CO 3 SLO 4, 7
Principal Topics Covered:	<u>Topic</u> *[Number of 50-minute Classes]* 1. Understanding Assessment 2. Response to Intervention 3. Assessment Framework 4. Involving Families Part II Assessment Skills 5. Reliability and Validity 6. Developing Technical Skills 7. Test Interpretation and Report Writing Part III Behavior 8. Observing, Interviewing, and Conferencing 9. Behavior (adaptive and problem behaviors) Part IV Achievement 10. Achievement: Overall Performance 11. Reading 12. Written Language 13. Oral Language 14 Mathematics 15. Performance-based, Authentic, and Portfolio Assessments
Course Number:	**SPED 422**
Course Title:	**Curriculum and Methods for School-Based Special Education**
Number of Credit Hours:	3
Catalog Description:	The purpose of this course is to prepare pre-service special educators to deliver academic instruction to students with disabilities. Specifically, participants in this course will develop a knowledge base of curricular approaches, and instructional strategies and techniques to meet the diverse learning needs of students with disabilities. In addition, course participants will develop a repertoire of teaching skills to provide instruction to children and youth with disabilities.
Textbooks(s):	Vaughn, S. & Bos, C. S. (2012). *Strategies for teaching students with learning and behavior*

	problems (8th ed.). Upper Saddle River, NJ: Pearson.
References:	Mastropieri, M. A., & Scruggs, T. E. (2010). *The inclusive classroom: Strategies for effective instruction*. (4th ed.). Columbus, OH: Merrill/Prentice Hall.
Course Objectives:	1. Students will demonstrate ability to design a functional curriculum for learners with disabilities 2. Students will demonstrate an understanding of the principles of universal design and how these can be used to adopt the learning environment to promote independence for each student 3. Students will demonstrate knowledge of – A. Principles of and strategies for effective classroom and behavior management B. Factors that influence motivation and engagement C. Laws, rules, and ethical considerations regarding behavior intervention planning and behavior management

Course Learning Outcomes:	CO-Id:
	1.Demonstrate understanding of the curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction
	2. How to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory.
	3. Students will articulate the different instructional methods of delivering a functional curriculum e
	  A. Classroom learning centers
	  B. Community based instruction
	  C. Universal design of learning

Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 2 CO 2 SLO 2, 4 CO 3 SLO 1, 3, 4, 5
Principal Topics Covered:	*Topic [Number of 50-minute Classes]* Chapter 1 Monitoring and Teaching for Understanding Chapter 2 Approaches to Learning and Teaching Chapter 3 Response to Intervention and Multi-Tier System of Supports Chapter 4 Managing Behavior Chapter 5 Coteaching and Collaborating: Working with Professionals and Families Part II Instructing Students with Learning and Behavior Problems Chapter 6 Assessing and Teaching Oral Language Chapter 7 Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition Chapter 8 Assessing and Teaching Reading: Fluency and Comprehension Chapter 9 Assessing and Teaching Writing and Spelling Chapter 10 Assessing and Teaching Content Area Learning and Vocabulary Chapter 11 Assessing and Teaching Mathematics

Course Number:	**SPED 423**
Course Title:	**Planning and Programming for School-Based Special Education**
Number of Credit Hours:	3
Catalog Description:	This introductory course addresses strategies for the development, implementation, and monitoring of Individualized Education Programs (IEPs) and related instructional planning for P-12 students with disabilities within the general curriculum (high incidence disabilities) or adapted curriculum (low incidence disabilities). Through this course, students are expected to demonstrate proficiency in using the general education curriculum to develop appropriate IEPs and lesson plans for instruction
Textbooks(s):	Bateman, B. D., & Linden, M. A. (2006). Better IEPs: How to develop legally correct and educationally useful programs (4th d.). Verona, WI: Attainment Company, Inc.
References:	Holbrook, M. D. (2007). Standards-based individualized education program: Examples. Retrieved from the National Association of State Directors of Special Education website: http://nasdse.org/Portals/0/Standards-BasedIEPExamples.pdf
Course Objectives:	1. demonstrate teacher leadership to develop IEPs and specially designed instruction by drawing on appropriate data to develop classroom and instructional plans 2. engaging in collaborative and collegial professional learning activities 3. developing and adhering to policies and practices positively affecting students' learning 4. Understanding and facilitating effective planning for transitions 5. demonstrating instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction
Course Learning Outcomes:	CO-Id: 1. Bginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 2. Demonstrate understanding of the learning processes and factors that impact student learning and demonstrate this knowledge by planning effective classroom inclusive practices, 3. demonstrating the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum
Relationship of	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 7, 8

Course Outcomes to Program Level Student Learning Outcome(s):	CO 2	SLO 1, 5
	CO 3	SLO 2, 3, 4

Principal Topics Covered:	Topic [Number of 50-minute Classes]
	1. Course Overview
	2. Historical Perspectives of Special Education (federal and state legislations)
	3. Pre-referral Process & Procedures
	4. Preventing Disproportionality in Special Education
	5. Response to Intervention (RtI)
	6. Referral Process & Procedures
	7. Nondiscriminatory Evaluation
	8. Eligibility Determination
	9. IEP Planning
	10. Self-determination and Self-determined IEPs
	11. Effective Instruction and
	12. Evidence-based Practices
	13. Universal Design for Learning (UDL)
	14. Lesson Planning

Course Number:	**SPED 424**
Course Title:	**Prevention and Early Intervening in Schools**
Number of Credit Hours:	3
Catalog Description:	This course will provide students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. Students participate in field experiences throughout the semester
Textbooks(s):	Raver, S. A. (2009). *Early childhood special education – 0 to 8 years: Strategies for positive outcomes*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
References:	Sandell, S., McLean, M. E., & Smith, B. J. (2005). *DEC Recommended Practices in Early Intervention/Early Childhood Special Education*. Denver, CO: The Council

	for Exceptional Children. ISBN 1-57035-353-0.
Course Objectives:	1. Knowledge about the foundations of early intervention, international and national standards, and a variety of teaching methods. 2. Assessing and enhancing student learning through best practices, including effective use of technology. 3. Communicate effectively through a variety of representations (spoken, written, and digital) when they participate in discourse with students, parents, professional colleagues and community members. 4. Synthesize the content they teach and integrate interdisciplinary perspectives and applications by making connections to real life through service learning and by making global issues locally relevant.
Course Learning Outcomes:	CO-Id: 1. Demonstrate understanding of the foundations of early intervention, international and national standards, and a variety of teaching methods 2. Demonstrate understanding of the procedures for designing effective and coherent instruction and assessment for early learners. 3. Demonstrate the ability to plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 2 CO 2 SLO 2, 4, 5 CO 3 SLO 2, 5, 8
Principal Topics Covered:	Topic [Number of 50-minute Classes] 1. Perspectives, Policies, and Practices 2. Culture, Teaming, and Partnerships 3. Assessment and Planning: The IFSP and the IEP 4. Naturalistic Curriculum Model 5. Planning and Monitoring 6. Instructional Procedures 7. Specialized Instructional Strategies 8. Designing Culturally Relevant Instruction 9. Teaching Children with Autism 10. Challenging Behavior 11. Small Group Instruction 12. Interventions to Promote Peer Interactions 13. Environmental Arrangements, Adaptations, and Assistive Technologies 14. Transitions

Course Number:	**SPED 425**
Course Title:	**Special Education Support for General Education**
Number of Credit Hours:	3
Catalog Description:	The course provides the knowledge and skills required in working as part of a multidisciplinary team to provide comprehensive wrap-around services for individuals with special needs.
Textbooks(s):	Dettmer, P, Thurston, L., & Knackendoffel, A. (2012) Consultation, Collaboration and Teamwork for Students with Special Needs (seventh edition), Pearson: New York.
References:	Michigan Department of Education Michigan Directory of Service Providers for Infants, Toddlers and Students with Disabilities 2010-2011 Edition Center for Educational Networking- on-line
Course Objectives:	1. Identify and access various community resources and professional and advocacy organizations for students with special needs. 2. Demonstrate the knowledge of various types of school collaboration 3. Explain how IEP team members collaborate (demonstrated in assignment #4). 4. Demonstrate the ability to develop rapport with parents and understand parents perspectives
Course Learning Outcomes:	CO-Id: 1. Similarities and differences among individuals with exceptional learning needs 2. Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development 3. Teach individuals to use self assessment, problem solving, and other cognitive strategies to meet their needs 4. Use strategies that promote successful transitions for individuals with exceptional learning needs 5. Identify supports needed for integration into various program placements
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1 CO 2 SLO 1 CO 3 SLO 2, 8 CO 4 SLO5, 8 CO 5 SLO 2, 3
Principal Topics Covered:	<u>Topic</u> [*Number of 50-minute Classes*]

	1 Working Together in Collaboration, Consultation, and Teams
	2 Working Together with Professional Perspectives That Differ
	3 Working Together with Personal Preferences That Differ
	4 Components, Structures, and Methods for Collaboration, Consultation, and Teamwork
	5 Problem-Solving Strategies for Collaborative School Consultation and Teamwork
	7 Communicating as Collaborators, Consultants, and Team Members
	8 Cultivating Home-School Collaborations and Partnerships
	9 Working Together for Students in Diverse Populations
	10 Collaborating and Co-Teaching for Students with Special Needs
	11 Supervising and Collaborating with Paraeducators
	12 Evaluation of Collaborative School Consultation
	13 Developing and Utilizing Collaborations with Educational Personnel and Community Organizations
	14 Leadership, Mentorships, and Professional Development for Collaborative School Consultation
	15 Synthesis and Support for Working Together as Co-Educators

Course Number:	**SPED426**
Course Title:	**Interventions for Behavior Problems in School Settings**
Number of Credit Hours:	3
Catalog Description:	The purpose of this course is to develop a knowledge and skill base of effective interventions, supports and materials to provide instruction to children and youth with disabilities who demonstrate behavioral needs. This course builds upon the information students have mastered in the characteristics, assessment and general procedures courses.
Textbooks(s):	
References:	
Course Objectives:	1. Students will conduct assessments to determine social skill deficits and to monitor progress toward criterion performance levels. 2. Students will design a data-based Behavior Intervention Plan which incorporates the results of a functional behavioral assessment, and complies with IDEA regulations. 3. Students will identify, describe, and implement a number of peer-reviewed research supported instructional practices to teach school-survival skills.
Course Learning Outcomes:	CO-Id: 1. Students will identify the core principles of the team problem-solving process in designing and implementing early intervening services for at-risk children and children with disabilities 2. Students will identify, describe, and implement a number of technology-based tools to support social skills instruction and positive behavioral interventions 3. Students will identify, describe, and implement a number of peer-reviewed research supported strategies to reduce or eliminate inappropriate behavior which reflects a philosophy of positive and proactive programming.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 4, 7 CO 2 SLO 2, 3, 5 CO 3 SLO 2, 8
Principal Topics Covered:	<u>Topic</u> *[Number of 50-minute Classes]* 1. Course Overview 2. Identifying students, selecting target behaviors, social validity 3. Legal requirements for social/emotional components of IEPs, Evaluating intervention effects, data-based decision making Program

	changes
	4. School survival skills, social skills, improving social competence
	5. Intervention planning, ethical guidelines for selecting interventions
	6. Functional behavioral assessment based Summarizing and triangulating data
	7. Evidence-based classroom practices, classroom-wide PBIS, actively engaging Students
	8. Addressing noncompliance, disruptive behaviors, crisis prevention
	9. Child Compliance and Noncompliance
	10. Assessment Methods and Procedures
	11. The Feedback Session and Sample Program Outline
	12. The Skills of Differential Attention
	13. The Skills of Compliance Training
	14. Adjunctive Interventions
	15. Adaptations for Specific Populations
	16. Review of Treatment Research and Current Directions
Course Number:	**SPED 427**
Course Title:	**Transition Planning**
Number of Credit Hours:	3
Catalog Description:	This course covers modifications of and additions to school programs to ensure that they are appropriate to the needs of adolescents with disabilities. Content includes coverage of remedial and compensatory program models, transition programming, career and vocational education.
Textbooks(s):	Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2012). *Transition Planning for Secondary Students with Disabilities*. Baltimore: Paul H. Brookes Publishing Company.
References:	Thoma, C.A., Bartholomew, C.C., & Scott, L.A. (2009). *Universal Design for Transition*. Baltimore: Paul H. Brookes Publishing Company.
Course Objectives:	1. Identify best practice methodology for designing individual transition plans. 2. Identify the types of services available for people with disabilities transitioning to adulthood. 3. Design individual transition plans for secondary students with disabilities
Course Learning	CO-Id:

Outcomes:	1. Similarities and differences among individuals with exceptional learning needs 2. Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development 3. Teach individuals to use self assessment, problem solving, and other cognitive strategies to meet their needs 4. Use strategies that promote successful transitions for individuals with exceptional learning needs 5. Identify supports needed for integration into various program placements
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1 CO 2 SLO 4 CO 3 SLO 2, 8 CO 4 SLO 3, 5 CO 5 SLO 5
Principal Topics Covered:	<u>Topic</u> *[Number of 50-minute Classes]* 1. A Framework For Positive Outcomes 2. Transition Legislation And Models 3. Multicultural And Collaborative Competencies For Working With Families 4. Career Development Theories For Transition 5. Creating A Transition Perspective Of Education 6. Appropriate Transition Assessment 7. Developing Postsecondary Goals 8. Identifying Courses Of Study 9. Collaborative Transition Services 10. Developing And Teaching The Transition Iep 11. Promoting Movement To Post school Environments 12. Coordinating Transition Services

	13. Transition To Postsecondary Education
	14. Transition To Employment
	15. Independent Living And Community Participation

Course Number:	**SPED 430**
Course Title:	**Students with Autism and Intellectual Disabilities**
Number of Credit Hours:	3
Catalog Description:	Introduction and an overview of characteristics of individuals with severe/profound disabilities, and educational and behavioral adaptations for these individuals in diverse educational and community-based settings for special education majors. A major emphasis of this course is placed on the practicum experience. These experiences will allow the student to observe and participate in the use of a variety of teaching models with diverse populations This course is offered each Fall Semester as part of the Collaborative Teacher Program (CTP).
Textbooks(s):	Westling, D. L., & Fox, L. (2008). *Teaching students with severe disabilities* (4th ed.). Upper Saddle River, NJ: Merrill.
References:	Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.
Course Objectives:	1. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals' birth through 21 years of age who have severe/profound. Describe the impact of cognitive and affective manifestations on learning, curriculum and program development, and needed services and supports for students with severe/profound Identify the array of residential, vocational, and leisure services available for students with severe/profound behavior disorders, learning disabilities, mental retardation, and multiple disabilities.
Course Learning Outcomes:	CO-Id: 1.Demonstrate understanding of the current federal and state laws and regulations governing and/or impacting programs for exceptional children 2. Demonstrate understanding of the Student assessment instruments and techniques, including functional and vocational knowledge and skills 3. Demonstrate understanding of the skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education 4. Demonstrate understanding of the Student learning styles and instructional

	strategies, including collaborative teaching
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1 CO 2 SLO 1, 6 CO 3 SLO 6 CO 4 SLO 4
Principal Topics Covered:	<u>Topic</u> *[Number of 50-minute Classes]* 1. Chapter 1: Students with Severe Disabilities: Definitions, Descriptions, Characteristics, and Potential 2. Chapter 2: Philosophies and Practices for Teaching Students with Severe Disabilities 3. Chapter 3: Collaboration among Professionals and Paraprofessionals 4. Chapter 4: Parents, Families, and Cultural Issues 5. Chapter 5: Planning Instructional Programs for Students with Severe Disabilities 6. Chapter 6: Determining Instructional Goals for Students with Severe Disabilities 7. Chapter 7: Teaching Students to Acquire New Skills 8. Chapter 8: Teaching Skills for Generalization and Maintenance 9. Chapter 9: Evaluating Student Progress 10. Chapter 10: Creating Inclusive Educational Environments 11. Chapter 11: Teaching Communication Skills 12. Chapter 12: Providing Behavior Support to Improve Challenging Behavior 13. Chapter 13: Managing Sensory and Motor Systems 14. Chapter 14: Providing Support for Health and Medical Needs 15. Chapter 15: Teaching Personal Care Skills 16. Chapter 16: Fostering Friendships and Recreational Involvement 17. Chapter 17: Teaching Academic Skills 18. Chapter 18: Teaching Community and Domestic Skills 19. Chapter 19: Using Assistive Technology 20. Chapter 20: Meeting the Needs of Young Children 21. Chapter 21: Transitioning to Adulthood

Course Number:	**SPED 432**
Course Title:	**Assessment Practices for Severe and Profound Disabilities**
Number of Credit Hours:	3
Catalog Description:	This course examines the social/emotional and academic needs of students with special needs in inclusive settings. The primary goal of this course is to introduce key strategies, and approaches that will assist in making the general education classroom more inclusive for all students. Topics covered include characteristics of disabilities, inclusive classroom practices, collaboration models, and response to intervention.
Textbooks(s):	Powell Smith, K. A., Stoner, G., Bilter, K.J., & Sansosti, F.J.(2008). Best practices in supporting the education of students with severe and low incidence disabilities. In A. Thomas, & J. Grimes (Eds.), Best practices in school psychology V (pp. 1233 -1248). Bethesda, MD : National Association of School Psychologists
References:	Harrison, P. L. & Raineri, G. (2008). Best practices in the assessment of adaptive behavior. In A. Thomas & J.Grimes (Eds.), Best practices in school psychology V(PP. 605-615). Bethesda, MD.: National Association of School Psychologists.
Course Objectives:	1. an understanding of biological, cognitive, and social factors associated with sensory impairments and low incidence disabilities; 2. knowledge and skills in psychoeducational assessment and intervention planning for: severe/ profound disabilities 3. Neuropsychological factors that may affect learning; practice in conceptualizing and writing the behavioral/social section of psychoeducational assessment reports for children referred for behavioral issues 4. a familiarity with a variety of formal and informal measures for assessing young children with low incidence disabilities, and children with challenging behaviors, and for using results to plan interventions
Course Learning Outcomes:	CO-Id: 1.Demonstrate understanding of the procedures for designing effective and coherent assessment for all learners 2. .Demonstrate understanding of the a variety of formal and informal measures for assessing young children, children with low incidence disabilities, and children with challenging behaviors, and for using results to plan interventions
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 5, 7 CO 2 SLO 1, 2, 3, 4

Principal Topics Covered:	Topic [Number of 50-minute Classes]
	1. Course Overview
	2. Introduction to Assessment
	3. Methods of Assessment and Testing Considerations
	4. The Multidisciplinary Team and Parental Participation in the Assessment Process
	5. Assessment of Academic Achievement
	6. Assessment of Intelligence
	7. Assessment of Behavior
	8. Assessment of Perceptual Processing
	9. Assessment of Speech and Language
	10. Other Areas of Assessment
	11. Determining Whether a Disability Exists
	12. Writing a Comprehensive Report in Special Education
	13. Eligibility Procedures for Special Education Services

Course Number:	**SPED 433**
Course Title:	**Curriculum and Methods for Severe and Profound Disabilities**
Number of Credit Hours:	3
Number of Contact Hours:	3
Required or Elective:	
Catalog Description:	Students focus on the instructional and organizational skills necessary for teaching students who receive special education services. Topics of primary emphasis include developing effective individualized education plans; preparing and delivering exemplary lesson plans; and identifying instructional best practice strategies that promote effective classroom organization and instruction. Students create lesson plans using best practice strategies.
Textbooks(s):	Best, S. J., Heller, K. W., & Bigge, J. L. (2009). *Teaching individuals with physical or multiple disabilities*. Pearson/Merrill Prentice Hall.
References:	Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.
Course Objectives:	1. Demonstrate knowledge of the characteristics and service needs of individuals of varying ages and a variety of types of severe/profound disorders.
	2. Demonstrate knowledge of administrative arrangements, service delivery systems, school-care giver relationships, and curricular content bases related to educational services for individuals' birth through 21 years of age who have severe/profound disorders and multiple disabilities.
	3. Identify the array of residential, vocational, and leisure services available for students with severe/profound disorders, and multiple disabilities.
Course Learning	CO-Id:

Outcomes:	1.Demonstrate understanding of the procedures for designing effective and coherent instruction for all learners, 2. Demonstrate understanding of the learning processes and factors that impact student learning and demonstrate this knowledge by planning effective classroom inclusive practices, 3. Establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to respond to individual learning needs.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 2 CO 2 SLO 1, 2, 3, 5 CO 3 SLO 4
Principal Topics Covered:	*Topic [Number of 50-minute Classes]* 1. Course Overview 2. Inclusion & School Restructuring 3. Fostering Family & Professional Partnerships 4. Positive Behavior Support 5. Developing and Implementation of Educational Programs Measurement, Analysis, and Evaluation 6. Promoting Participation in Natural Environments by Accomodating Motor Disabilities 7. Teaching Basic Self-Care Skills 8. Nonsymbolic Communication 9. Assistive Technology 10. Augmentative Communication 11. Teaching Functional Communication Skills 12. Teaching Functional Academics 13. Peer Relations
Course Number:	**SPED 434**
Course Title:	**Planning and Programming for Severe and Profound Disabilities**
Number of Credit Hours:	3
Catalog Description:	Study and application of curriculum, methods, and classroom/program planning, organization and management for students identified as having moderate/severe/profound
Textbooks(s):	Collins, B. & Wolery, M. (2012) Systematic instruction for students with moderate and severe disabilities, Brookes Publishing, NY: USA
References:	Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.
Course Objectives:	1. learning theory, research, and characteristics of effective teaching pertinent to instruction of students 2. demonstrate knowledge and use of appropriate curricula, materials, strategies, and resources in pertinent instructional areas

	3. demonstrate knowledge and use of appropriate curricula, materials, strategies, and resources in pertinent instructional areas (e.g., recreation-leisure skills, communication)
Course Learning Outcomes:	*CO-Id*: 1. Demonstrate knowledge of training self care skills, including feeding, dressing and toileting. 2. Demonstrate knowledge of expressive and receptive communication deficiencies exhibited by persons with severe disabilities 3. Students will develop knowledge of complications and implications of medical support services; impact of disabilities on auditory and information processing; and impact of multiple disabilities on the behavior of individuals with disabilities that will follow an individualized independence curriculum. 4. Students will demonstrate the ability to relate levels of support to individual needs.
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 2 CO 2 SLO 1, 3 CO 3 SLO 4, 7 CO 4 SLO 5, 8
Principal Topics Covered:	<u>Topic [*Number of 50-minute Classes*]</u> 1. Course Overview 2. Using Effective Practices to Teach Students with Moderate and Severe Disabilities 3. Developing Data Sheets and Collecting Baseline Data 4. Using Time Delay and Simultaneous Prompting Procedures 5. Increasing the Efficiency of Instruction through the Addition of Nontargeted Information and through Instruction in Small Group Formats 6. Using Naturalistic Language Strategies 7. Facilitating Maintenance and Generalization 8. Teaching Functional Core Content 9. IEP's and daily planning 10. Working with Peers, Paraprofessionals, and Staff

	11. Setting Up Instructional Schedules and Classroom Environments 12. Teaching with Technology

Course Number:	**SPED 435**
Course Title:	**Applied Behavior Analysis for Instruction**
Number of Credit Hours:	3
Catalog Description:	This course focuses on the basic principles and procedures of applied behavior analysis; on identification of factors that contribute to behavioral problems and improved performance; and on procedures that can be used to minimize behavioral problems, improve performance, teach new behaviors, and increase probability of behaviors occurring under appropriate circumstances.
Textbooks(s):	Alberto, P. A., & Troutman, A. C. (2009). Applied behavior analysis for teachers (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
References:	Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). Applied behavior analysis. Pearson, NY: USA
Course Objectives:	1. State the underlying assumptions of behavior analysis – determinism, empiricism, scientific manipulation, and philosophic doubt. 2. Define behavior, response, and response class. 3. Define and utilize the following terms (stimulus, consequence, antecedent, reinforcement, punishment, stimulus control, establishing operation, contingency, functional relationships, extinction, generalization)
Course Learning Outcomes:	CO-Id: 1. Define behavior change terminology and principles of applied behavior analysis; 2. Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors; 3. Describe, understand, and apply single subject research designs; 4. Develop and implement a behavior change program; 5. Describe strategies for promoting self management
Relationship of Course Outcomes to Program Level Student Learning Outcome(s):	Course Outcome Student Learning Outcome(s) CO 1 SLO 1, 5 CO 2 SLO 2, 5 CO 3 SLO 1, 2 CO 4 SLO 3, 7, 8 CO 5 SLO 2
Principal Topics Covered:	Topic *[Number of 50-minute Classes]* 1 Course Overview 2. Respondent Behavior and Respondent Conditioning 3. Behavior and Reinforcement; Positive and Negative Reinforcement

	4. Operant Extinction and Differential Reinforcement 5 Antecedent Stimulus Control, Chaining, Discriminative Stimulus Control, Discrimination, and Discrimination 6. Schedules of Reinforcement 7. Bringing about new behavior: Shaping by successive approximations 8. Generalization and promoting Generalization 9. Behavior Analysis: Conceptual, Philosophical, and Historical Underpinnings 10. Behavior Analysis as a Profession and as a Transcendent Discipline

Course Number:	**SPED 436**
Course Title:	**Communication for Severe and Profound Disabilities**
Number of Credit Hours:	3
Catalog Description:	Introduces professionals to augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. Addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction, aimed at motivating, building, and expanding communication, choice making, and social interaction.
Textbooks(s):	Johnston, S. S., Reichle, J., Feeley, K. M., & Jones, E. A. (2012). AAC Strategies for Individuals with Moderate to Severe Disabilities. Brookes Publishing Company. PO Box 10624, Baltimore, MD 21285.
References:	Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.
Course Objectives:	1.Knowledge about the different systems of communication 2. Knowledge of assessment techniques used to evaluate language proficiency, surveying students level of communication, 3. Knowledge of different techniques and using technology to develop augmentative and alternative communication for individuals with severe disabilities.

Course Learning Outcomes:	*CO-Id*:
	  1. Identify characteristics of non-symbolic and symbolic communication
	
	  2. Describe and discuss methods for assessment, identification of priorities, and monitoring progress of individuals with communication impairments.
	
	  3. Discuss and evaluate the range of augmentative and alternative communication devices and systems/assistive technology available for individuals with severe disabilities.
	
	  4. Implement assessment strategies to improve students' social interaction with peers and others.

Relationship of Course Outcomes to	Course Outcome Student Learning Outcome(s) CO 1 SLO 1

Program Level Student Learning Outcome(s):	CO 2 SLO2 CO 3 SLO 3 CO 4 SLO 4, 5
Principal Topics Covered:	Topic [Number of 50-minute Classes] 1. Course Overview 2. Introduction to Augmentative and Alternative Communication 3. Messaging, symbols, alternative access 4. AAC issues / AAC Strategies• 5. Symbolic versus non-symbolic strategies 6. Language learning and development 7. AAC and Autism 8. AAC and Literacy 9. AAC in the Educational Setting