

# EDA: SPECIAL EDUCATION

## Courses

### EDA 103. Foundations of Special Education. 3 Credits.

This course is designed to acquaint the prospective teacher with the historical legal evolution of the field, as well as characteristics of individuals with disabilities.

Distance education offering may be available.

### EDA 175. Introduction to Autism: Characteristics & Etiology. 3 Credits.

This course is designed to inform students about the characteristics and etiology of autism. Students will complete observations of individuals with autism in multiple school- and community-based settings.

EDA 175 Prerequisite: Successful completion of EDA 103; or HPE 205 and HPE 206, all with minimum grades of D-.

Distance education offering may be available.

### EDA 195. Workshop. 1-3 Credits.

Intensive examination of a selected area of study in the field of special education. Topics will be announced in advance.

Repeatable for credit.

### EDA 199. Special Education Transfer Credits. 1-10 Credits.

Transfer Credits

Repeatable for credit.

### EDA 203. Field: Students with Exceptionalities. 3 Credits.

This course is designed to have prospective teachers observe and reflect upon best practices in teaching within the context of a continuum of special education placements in public schools. The content will focus on a broad view of pedagogy, lesson planning, social equity, and culturally responsive practices in special education.

EDA 203 Prerequisite: Successful completion of EDA 103 with minimum grade of D-.

Gen Ed Attribute: Writing Emphasis (select both)

### EDA 212. Understanding Disability through Cultural Perspectives. 3 Credits.

This course will provide students with a general introduction to social justice theory, human rights issues, and social constructs surrounding disability on a global scale. Content will include perspectives of individuals with disabilities and will be delivered through a multimedia format. This course is designed for any student who is interested in learning more about disability within the context of today's society.

### EDA 275. Autism: Families, Inter-agency, and Community Collaboration. 3 Credits.

This course is designed to foster professional relationships between future service providers and families that are supporting an individual with autism and make those relationships meaningful, cooperative and productive.

EDA 275 Prerequisite: Successful completion of EDA 103 and EDA 175, with minimum grades of D-; and field clearances.

Distance education offering may be available.

### EDA 303. Special Ed: Processes/Procedures for General Educators. 2 Credits.

The purpose of this course is to prepare preservice students to teach students with disabilities effectively in general education settings.

EDA 303 Prerequisite: Successful completion of EDA 103 with minimum grade of D-; and Teacher Candidacy.

Distance education offering may be available.

Distance education offering may be available.

### EDA 304. Special Ed Processes/Procedures for Secondary Educators. 2 Credits.

The purpose of this course is to prepare pre-service students to teach students with disabilities effectively in Secondary General Education settings.

EDA 304 Prerequisite: Successful completion of EDA 103, EDP 250 or EDP 280, with minimum grade of D-

Distance education offering may be available.

### EDA 312. Introduction to Early Intervention. 3 Credits.

This course is an overview of the field of early childhood special education. Students will explore the processes of early intervention including screening, assessment, instructional programming, integrating children with and without disabilities, and family involvement.

### EDA 314. Curriculum and Instruction for Individual Learning Differences I. 3 Credits.

This course is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design and planning of instructional interventions.

EDA 314 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-.

Distance education offering may be available.

### EDA 316. Development and Instructional Methods for Students with Exceptionalities. 3 Credits.

This course is designed to prepare students to support secondary students in special education classrooms and regular education classrooms. Emphasis will be placed on understanding the diverse roles of secondary special education teachers including: (a) co-teaching, (b) supporting students with disabilities in general education classrooms, (c) adapting materials for general education teachers, and (d) teaching strategies to students in the areas of literacy and mathematics. Further emphasis is placed on teaching students' strategies for organization, time management, studying, test taking, and stress/anxiety management as well as utilizing a variety of resources to support students.

EDA 316 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-.

### EDA 321. Behavior Management & Field Experience. 6 Credits.

An exploration of current practices in management of behavior with emphasis on teacher-delivered systems. It includes a field placement in a school where students will assess and develop interventions for a child with behavioral challenges.

EDA 321 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-.

### EDA 324. Trauma Informed Schools and Classrooms. 3 Credits.

This course examines trauma in the context of the learning environment. Pre-service teacher candidates will learn about the developmental effects of trauma and the ramifications of those effects on the classroom and school setting, as well as on peers and other professionals working with the student. Pre-service teacher candidates will also be introduced to proactive and preventative strategies for building social, emotional, and behavioral wellness to address non-academic barriers to learning and also to support students who are experiencing extreme social and emotional difficulties.

EDA 324 Prerequisite: Successful completion of EDA 103 with minimum grade of D-.

Distance education offering may be available.

### EDA 325. Culturally Responsive Teaching for Diverse Exceptional Learners. 3 Credits.

This course is designed to prepare preservice special educators with background knowledge and critical understandings of culturally responsive practices in order to meet the needs of students at the intersection of culture, language, and disability needs. Students will examine the role culture plays in teaching and learning, develop strategies for culturally responsive collaboration with families and communities, and explore resources for implementing culturally responsive teaching practices as future special educators.

EDA 325 Prerequisite: Successful completion of EDA 103 with minimum grade of D-.

Gen Ed Attribute: Diverse Community(select both)

Distance education offering may be available.

### EDA 327. Educating Students with Significant and Complex Support Needs. 2 Credits.

This course is designed to provide teacher candidates with the knowledge base required to work effectively with students with significant and complex needs in the classroom. Particular emphasis will be placed on this population's unique needs, including physical, medical, behavioral, and communication.

EDA 327 Prerequisite: Successful completion of EDA 103, EDA 203, and EDA 321, with minimum grades of D-.

Distance education offering may be available.

**EDA 331. Early Intervention for Infants and Toddlers with Disabilities. 6 Credits.**

This is a methods and field course that focuses on learning to work with infants and toddlers with disabilities and their families. It will include an exploration of the following: characteristics of typical development and the implications of disabilities on the development of young children; impact on the family; modification of the educational and care giving environments; and approaches to curriculum and assessment. Students will have the opportunity to work with infants or toddlers in an early intervention agency or family home environment. For this course, 3 credit hours will consist of instructor lecture of course content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students with the opportunity to apply content through observations and interactions with families and children, ages, birth to 3 years old, with regular observations completed by the course instructor.

EDA 331 Prerequisite: Student must minor in Early Intervention; up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB); and submission of Staff Health Assessment Form.

Equivalent courses: EGP 331

**EDA 332. Family Systems in Early Intervention. 3 Credits.**

This course introduces the theory and practice of family intervention with diverse populations including families of infants, toddlers, and preschoolers with disabilities. It bases its objectives on the knowledge that the involvement of families is essential to the education and well being of young children. The methods of service delivery for young children with disabilities and their families are discussed in addition to the key aspects of collaboration, services coordination and family centered services with culturally responsive practices.

Equivalent courses: EGP 332

**EDA 333. Teaching Young Children with Disabilities. 6 Credits.**

This is a methods and field course that focuses on building skills in working with preschoolers with disabilities. The course covers curricula, instructional strategies, and classroom environments that facilitate development and learning for young children 3-5 years old with disabilities. For this course, 3 credit hours will consist of instructor lecture of course content and 3 credit hours will consist of a minimum of 40 hours in the field, which provides students with the opportunity to apply content through observations and interactions with professionals, families and children, ages, 3 to 5 years old with regular observations completed by the course instructor.

EDA 333 Prerequisite: Student must minor in Early Intervention; up-to-date clearances (FBI, PA Child Abuse, PA Criminal, TB); submission of Staff Health Assessment Form.

Equivalent courses: EGP 333

**EDA 334. Assessment for Early Intervention. 3 Credits.**

This course is designed to provide the student with the knowledge and skills needed for assessment appropriate to young children with disabilities and those who are considered to be "at-risk". We will cover norm and criterion referenced assessment, developmental assessment and alternative assessment methodologies. This course bases its objectives on the knowledge that all early intervention professionals will need to know how to work with a diverse group of young children with disabilities. It will acquaint the student with the legal mandates of serving young children with disabilities in the least restrictive setting, as well as the characteristics of those children with disabilities, including family characteristics. Also, emphasis will be placed on working within the team structures, as appropriate to inclusive practices, and the various roles each professional takes on.

Equivalent courses: EGP 334

**EDA 361. Assessment and Special Education. 3 Credits.**

An introduction to instructional assessment in special education and the development of relevant educational plans to meet federal regulations.

EDA 361 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-; and Teacher Candidacy.

**EDA 362. Assessment for Students with Disabilities I. 3 Credits.**

This course is designed to provide the student with the knowledge and skills needed to understand assessment as it relates to special education for PK-12 students, including those who have been diagnosed with a disability, those who are being evaluated for a disability, those who are considered to be "at-risk," and those who are culturally and linguistically diverse. The emphasis will be on the following: special education law as it relates to assessment, the purpose of assessment (e.g., screening, pre-referral considerations, diagnosis, eligibility, and ongoing instruction), assessment concepts and terminology (e.g., progress monitoring, RTI, MTSS, ethical considerations, etc.), assessment types, (e.g., curriculum-based assessments, direct observation, criterion-referenced assessments, norm-referenced assessments, etc.), and assessment of different areas of performance (e.g., intelligence, academic areas of achievement, language, behavior, social/emotional, and health and medical).

EDA 362 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-.

**EDA 363. Assessment for Students with Disabilities II. 3 Credits.**

This course is designed to provide the student with the knowledge and skills needed to link assessment with instructional planning for PK-12 students with special needs. The course will emphasize the following: diagnostic and eligibility criteria for the categories of disability that are covered under IDEA, the development of a Section 504 Service Agreement, and the development of legal special education documents (i.e., Re-Evaluation Report, Individual Education Program [IEP], and NOREP).

EDA 363 Prerequisite: Successful completion of EDA 103, EDA 203, and EDA 362, with minimum grades of D-; and Teacher Candidacy.

Gen Ed Attribute: Ethics Requirement

**EDA 375. Autism Studies: Assessment & Instruction I. 3 Credits.**

This course is designed to inform students about assessment and instructional planning for individuals with autism. Emphasis will be placed on students demonstration of planning for and implementing assessments across the range of domains including behavior.

EDA 375 Prerequisite: Successful completion of EDA 175 with minimum grade of D-.

Distance education offering may be available.

**EDA 380. PreK-12 Transitions for Individuals with Disabilities. 3 Credits.**

This course is designed to have the prospective teacher build their knowledge about two key concepts of Transition Services: systems and programming. Pre-service teacher candidates will be introduced to the core foundation of transition programming for students with exceptionalities across the PK-12 context, specifically the models, structures, and systems of delivery, addressing support structures that serve students with disabilities as they experience horizontal and vertical transitions throughout the PreK-12 school years, and to adult life. They will then learn about the sequential process to follow when developing an Individualized Education Program, focusing specifically on Transition Services and starting with learning about transition assessment tools, planning, delivery, and analysis; collaborating with key stakeholders and interagency providers, parents/guardians, and students; and addressing critical transition needs through implementation of service and activities, instructional strategies, related services, and specially designed instruction that promote post-school success.

EDA 380 Prerequisite: Successful completion of EDA 103, EDA 203, and EDA 361, with minimum grades of D-; and Teacher Candidacy.

**EDA 413. PreK-8 Aspects of Transition. 3 Credits.**

This course will address support structures that serve students with disabilities as they transition from homebound to and throughout K-8 school based instruction, stressing legislative foundations, interagency linkages, school partnerships, referral processes, and systems of service delivery. The teacher practitioner as change agent will be an underlying theme.

EDA 413 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-; and Teacher Candidacy.

Distance education offering may be available.

**EDA 414. PreK - 12 Transition Systems II. 3 Credits.**

This course will address support structures that serve students with disabilities as experience horizontal and vertical transitions throughout the PreK-12 years, and to adult life, stressing the assessment planning, instructional strategies that promote career development, and curricular delivery process. Attention will be given to curricular benchmarks and standards, and how functional outcomes interact with those benchmarks and standards.

EDA 414 Prerequisite: Successful completion of EDA 103, EDA 203, EDA 362, EDA 363, and EDA 413, with minimum grades of D-; and Teacher Candidacy.

Gen Ed Attribute: Writing Emphasis (select both)

**EDA 416. Student Teaching for Exceptional Learners. 6 Credits.**

Participation in teaching and all other activities in the student teaching role related to the teacher's work.

EDA 416 Prerequisite: EDA 103, EDA 203, EDA 314, EDA 321, EDA 324, EDA 325, EDA 327, (EDA 361 or (EDA 362 and EDA 363)), (EDA 380 or (EDA 413 and EDA 414)), and EDA 421, with minimum grades of D-; Teacher Candidacy; and field clearances.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**EDA 417. Student Teaching for Exceptional Learners. 6 Credits.**

Participation in teaching and all other activities in the student teaching role related to the teacher's work.

EDA 417 Prerequisite: EDA 103, EDA 203, EDA 314, EDA 321, EDA 324, EDA 325, EDA 327, (EDA 361 or (EDA 362 and EDA 363)), (EDA 380 or (EDA 413 and EDA 414)), and EDA 421, with minimum grades of D-; Teacher Candidacy; and field clearances.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**EDA 421. Curriculum and Instruction for Individual Learning Differences II and Field. 6 Credits.**

This course and field is designed to prepare students to assist children with disabilities achieve skills in academics and functional life domains. Emphasis is placed on understanding and analysis of learning problems, and the design, plan and implementation of instructional interventions. Field clearances required.

EDA 421 Prerequisite: EDA 103, EDA 203, EDA 314, EDA 321, (EDA 361 or (EDA 362 and EDA 363)), with minimum grades of D-; and Teacher Candidacy.

Gen Ed Attribute: Speaking Emphasis

**EDA 429. Communication Development and Assistive Technologies for Students w/ Disabilities. 3 Credits.**

This course will provide a broad overview of normal and atypical communication development. Importance will be given to communication disorders, characteristics of students with disabilities and the impact of high and low technology.

EDA 429 Prerequisite: Successful completion of EDA 103 and EDA 203, with minimum grades of D-; and Teacher Candidacy.

**EDA 475. Autism Studies: Assessment & Instruction II. 3 Credits.**

Students will use the science of applied behavior analysis to evaluate the strengths and weaknesses of current instructional strategies for students with autism. Students will demonstrate evidence-based instructional strategies and apply these strategies in field settings supporting individuals with autism.

EDA 475 Prerequisite: Successful completion of EDA 375 with minimum grade of D-; and field clearances.