SPECIAL EDUCATION (5610)

5610:100. Orientation to Intervention Specialist. (0 Credits)
Prerequisite: admission to Intervention Specialist teacher education program; corequisite: 5100:200. Orientation to the information and strategies necessary for a student to be successful in the program, including portfolio development.

5610:206. Special Problems: Gifted. (1 Credit)

5610:225. Introduction to Exceptionalities. (3 Credits)
Prerequisite: 13-15 sem. hrs. with a 'C' or better in specific GenEd courses; 5100:200 (may be taken as prerequisite or corequisite); FBI/BCI background checks. Survey course covering the identification, developmental characteristics and intervention strategies for children and youth with exceptionalities across educational and community settings.

5610:380. Math Methods: Special Education. (3 Credits)
Prerequisite: Admission to the Teacher Education Program. Ensure the understanding of mathematics and to promote the prospective special education teacher's confidence in his/her own ability to teach mathematics.

5610:395. Field Experience: Special Education. (1-3 Credits)
Supervised work with youngsters, individually and in groups in school and/or community settings.

5610:403. Student Teaching Colloquium: Special Education. (1 Credit)
An examination of problems, issues, and practices encountered during the student teaching experience.

5610:430. Honors Research Project: Special Education. (1-6 Credits)
(May be repeated for a total of six credits) Prerequisite: Permission of student's preceptor. Carefully defined individual study demonstrating originality and sustained inquiry.

5610:439. Collaboration with Families and Professionals in Early Childhood. (3 Credits)
This course prepares early childhood professionals for engaging in collaborative home/school consultation and teamwork in serving the educational needs of young children.

5610:440. Developmental Characteristics of Exceptional Individuals. (3 Credits)
Prerequisite: Admission to a College of Education Teacher Preparation Program or permission of the instructor. A survey course covering the identification, developmental characteristics, and intervention strategies for exceptional children and youth across education and community settings. (1 field hour)

5610:444. Developmental Characteristics of Intellectually Gifted Individuals. (3 Credits)
See department for course description.

5610:447. Individuals with Mild/Moderate Educational Needs: Characteristics and Implications. (4 Credits)
Prerequisite: 5610:225. Survey of the etiology, identification, classification, developmental characteristics of, and intervention strategies for individuals with mild/moderate educational needs.

5610:448. Individuals with Moderate/Intensive Educational Needs: Characteristics and Implications. (3 Credits)
Prerequisite: 5610:225. Survey of the etiology, identification, classification, and developmental characteristics of individuals with moderate/intensive educational needs.

5610:450. Special Education Programming: Early Childhood. (3 Credits)
Prerequisites: 5610:225, 5610:447 or 5610:448. Developmental patterns of young children with disabilities and developmentally/exceptionally appropriate practices with respect to programming and adaptations. (20 field hours)

5610:451. Special Education Programming: Mild/Moderate I. (3 Credits)
Prerequisites: 5610:225, 5610:447. Educational implications regarding assessment, teaching strategies, and adaptive materials necessary to meet the needs of school age students with mild/moderate educational needs. (20 field hours)

5610:452. Special Education Programming: Secondary/Transition. (3 Credits)
Study of diagnostic prescriptive service delivery systems designed to accommodate developmental patterns of secondary-level students with exceptionalities. (20 field hours)

5610:453. Special Education Programming: Moderate/Intensive I. (3 Credits)
Prerequisite: 5610:448. Development of the programming strategies including assessment, inter/transdisciplinary models, family involvement, IFSP/IEP/IP development, instructional practices based upon legal/ethical principles for individuals with moderate/intensive educational needs.

5610:454. Special Education Programming: Moderate/Intensive II. (3 Credits)
Prerequisites: 5610:448 and 5610:453. Advanced program for providing educational planning and intervention for individuals with moderate to intensive educational needs. Focus is on developing a comprehensive educational program which will facilitate optimum functioning and independence. (20 field hours)

5610:456. Inclusive Field Experience: Moderate/Intensive. (1 Credit)
Corequisite: 5610:454. In this 50-hour inclusive field experience, teacher candidates explore the challenges and best practices in providing quality educational services for all learners.

5610:457. Special Education Programming: Mild/Moderate II. (4 Credits)
Corequisite: 5500:458. Special educational implications regarding assessment, teaching strategies, and adaptive materials necessary to meet the needs of school age students with mild/moderate educational needs.

5610:459. Collaboration & Consultation in Schools & Community. (3 Credits)
Prerequisite: 5610:225. Provides professional educators/intervention specialists with skills in collaboration and consultation for working with parents of exceptional individuals and other professionals within school/community settings.

5610:460. Family Dynamics & Communication in the Educational Process. (3 Credits)
Prerequisite: 5610:225. A study of family theory and structure along with beginning techniques for working with families of students with exceptionalities, in educational and community settings.

5610:461. Special Education Programming: Early Childhood Moderate/Intensive. (3 Credits)
Prerequisites: 5610:440, 5610:448. Developmental patterns of young children with moderate/intensive needs (ages 3-8) and developmentally appropriate practices in programming and adaptations. (20 field hours)
5610:462. Collaboration with Families and Professionals. (3 Credits)
Prerequisite: 5610:225. This course provides pre-service teacher candidates with the knowledge, skills, and dispositions in communication, collaboration and team processes that facilitate a collaborative culture in schools.

5610:463. Assessment in Special Education. (3 Credits)
Prerequisite: 5610:225. Prepares student to select, administer and interpret formal and informal assessment procedures and use resulting data in planning educational programs for exceptional individuals.

5610:464. Assessment & Evaluation in Early Childhood Special Education. (3 Credits)
Prerequisites: 5610:225, 5610:448. The assessment of children three to eight and their environment who are at risk for disabilities or currently in special education.

5610:467. Management Strategies in Special Education. (3 Credits)
Prerequisite: 5610:225. Content emphasizing the development of application strategies with a variety of behavior management models to mediation of behaviors with exceptional individuals.

5610:469. Inclusive Education for English Learners. (2 Credits)
This class prepares teachers to use evidence based strategies, accommodations, and instruction to enhance the curriculum for the English Learners with special education needs.

5610:470. Clinical Practicum in Special Education. (3 Credits)
Prerequisite: Permission; Corequisites: 5610:403 and [5610:486 or 5610:487]. Provides a pre-student teaching experience for students in the areas of assessment, program planning, instructional planning and presentation, classroom management, adaptations, and collaboration with parents and other educational professionals.

5610:479. Seminar: Invitational Studies in Special Education. (1-2 Credits)
(May be repeated for a total of four credits) Topical study with a varied array of disciplinary input. Staffing will be invited members of allied and contributing professions active in management of exceptional children.

5610:485. Student Teaching: Early Childhood Intervention Specialist. (11 Credits)
Prerequisites: Approval of the Student Teaching Committee, based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio. Corequisite: 5610:403. Planned teaching experience in schools selected and supervised by the Office of Field Experience.

5610:486. Student Teaching: Mild/Moderate Educational Needs. (9 Credits)
Prerequisites: Approval of the Student Teaching Committee, considered based upon approved application to student teaching, passing Ohio Assessment For Educators (OAE) subject test, and approved portfolio. Corequisite: 5610:403. Planned teaching experience in schools selected and supervised by the Office of Field Experience.

5610:487. Student Teaching: Moderate/Intensive Educational Needs. (11 Credits)
Prerequisites: Approval of the Student Teaching Committee, considered based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio. Corequisites: 5610:403 and 5610:470. Planning teaching experience in schools selected and supervised by the office of Field Experience.

Approval of the Student Teaching Committee, based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio. Corequisites: 5200:495, 5610:403, 5610:470. Planned teaching experience in schools selected and supervised by the Office of Field Experience.

5610:490. Workshop: Special Education. (1-3 Credits)
(May be repeated for a total of six credits) Designed to explore special topics in in-service or preservice education on a needs basis.

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(May be repeated for a total of six credits) Designed to explore special topics in in-service or preservice education on a needs basis.

5610:493. Workshop: Special Education. (1-3 Credits)
(May be repeated for a total of six credits) Designed to explore special topics in in-service or preservice education on a needs basis.

5610:497. Independent Study: Special Education. (1-3 Credits)
Specific area of investigation determined in accordance with student's needs.