Education Collaborative (EDC)

EDC 301 - TCHG THE EXCEPTIONAL CHILD
Semester Hours: 3
Examines special education laws and methodology used in teaching special education students. Focus is primarily on those students with mild learning disabilities. Also examines requirements needed in the regular classroom for special teachers. Intensive field experience required. To be taken concurrently with ED 301, ED 307, ED 308 and EDC 311. Prerequisites: Completion of all general education classes.

EDC 302 - INTRO LOW INCIDENCE POPULATION
Semester Hours: 3
Students will learn about low incidence disabilities through reading, research, discussion, and the integration of specific learning strategies during class activities. Students are expected to complete a case study/practicum with a disabled student in addition to 15 hours of observation in classrooms for low incidence exceptional students. Intensive field experience required.

EDC 311 - INSTR STRATEGIES INCLUSIVE CLR
Semester Hours: 3
Students learn about low incidence disabilities through reading, research, discussion, and the integration of specific learning strategies during class activities. Students are expected to complete a case study/practicum with a disabled student in addition to 15 hours of observation in classrooms for low incidence exceptional students. Intensive field experience required.

EDC 321 - COLLAB CONSU(PARENT-TCHR-TEAM)
Semester Hours: 3
This class focuses on the description and rationale for collaboration, including communication skills, group work, problem solving, and co-teaching. Each student will participate as a member of a collaborative team during the practicum. This course will also provide an examination of selected school district issues involving collaboration within traditional K-12 educational settings. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

EDC 331 - CRITICAL ISSUES IN SPEC EDUC
Semester Hours: 3
Provides an in-depth discussion and evaluation of current issues in special education such as litigation, legislation, personnel preparation, and research. School-based practicum required. Intensive field experience required. Prerequisites: Admission to the Teacher Education Program.

EDC 341 - ASSESS/PLN TRANSITION K-12 STU
Semester Hours: 3
Teacher candidates will develop the skills necessary for transitional planning, including administering cognitive, social, and functional assessments. Results of assessments will be interpreted and utilized to plan transitions from one placement to another, to inform instruction in regular, inclusive and self-contained classrooms, and to develop Individualized Education Plans (IEPs) for eligible students. Field work is required. Prerequisites: Admission to the Teacher Education Program.

EDC 351 - BEHAVIOR ANAL & INTERVENTION
Semester Hours: 3
This course focuses on the concepts of applied behavior analysis and how to implement those concepts in classrooms and other settings. Students learn how to conduct a functional behavior assessment and design, implement, and evaluate a behavioral-change project with an appropriate subject in a public school setting. Intensive field work required. Prerequisites: Admission to the Teacher Education Program.