

Special Education--Adapted Curriculum (SEAC)

SEAC 5030. Single Subject Research in Special Education. 3 Hours.

Application of single subject research methodology in classroom settings with students who have disabilities. Focus is on acquisition of skills necessary to allow a functional relationship to be established between teaching practices and changes in pupil behavior.

SEAC 5140. Collaborative Roles in Education. 3 Hours.

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

SEAC 5500. Characteristics of Students with Low Incidence Disabilities. 3 Hours.

A study of current and future historical, philosophical, social, legal, medical, and educational perspectives of students with low incidence disabilities. The identification, classification, and unique characteristics of these individuals are included.

SEAC 5530. Systematic Instruction for Students with Significant Disabilities. 2 Hours.

Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with significant disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.

SEAC 5531. Practicum in Systematic Instruction for Students with Significant Disabilities. 1 Hour.

Prerequisite: SEAC 5530. Supervised experience during which teacher candidates implement instructional strategies in their own classrooms, and collect and graph data on student learning.

SEAC 5540. Positive Behavior Support. 3 Hours.

Study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

SEAC 5550. Communication Strategies for Students with Low Incidence Disabilities. 3 Hours.

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

SEAC 5570. Assessment and Curriculum for Students with Low Incidence Disabilities. 3 Hours.

Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low-incidence disabilities in school, home, and community settings. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress.

SEAC 6010. Integrated Instruction: Individualized Education Program. 3 Hours.

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SEAC 6110. Professional Capstone Course. 3 Hours.

Prerequisites: Minimum of 27 hours in the program of study prior to enrolling in SEAC 6110. Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards.

SEAC 6200. Internship in Special Education - Adapted Curriculum. 3 Hours.

Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education adapted curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with adapted curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management and is supervised by a university faculty member and the school principal or the principal's designee.