EEX: Education: Exceptional Child-core Competencies Courses

Courses

EEX 3070  Methods in Inclusion and Collaboration
3 sh (may not be repeated for credit)
This course is required for all education majors. The course provides students with background knowledge related to Special Education issues including laws and regulations, terminology, disability categories, and common school practices. Students are also challenged to learn the skills necessary to work collaboratively within an educational environment to include students with disabilities, while meeting their individual educational, behavioral, and social needs. Evidence-based instructional and classroom management strategies will also be presented.

EEX 3905  Directed Study
1-12 sh (may be repeated indefinitely for credit)

EEX 4141  Survey of Normal and Abnormal Language and Speech Development
3 sh (may not be repeated for credit)
This course is designed to help teachers (ESE and general education) better understand the nature of speech and language development and common problems that students may experience during their developing years. Characteristics of common speech & language problems and interventions for classroom teachers are highlighted.

EEX 4254  Instructional Strategies for Teaching Students with Exceptionalities
3 sh (may not be repeated for credit)
Prerequisite: EEX 3070
Through lecture, discussion, and projects, this course provides an introduction to a comprehensive knowledge base pertinent to the nature and needs of students with exceptional needs. Course content focuses on current legislation, professional practices, trends, and research, and students will learn about and explore current evidence-based practices that support student success. Additional emphasis is placed on identifying specific instructional strategies developed for students who struggle in subject-specific content areas.

EEX 4255  Curriculum for Teaching Students with Exceptionalities
3 sh (may not be repeated for credit)
Prerequisite: EEX 3070 AND EEX 4254 AND RED 3310
This course prepares pre-service teachers to effectively utilize specialized curriculum and research-supported practices for teaching students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and intellectual disabilities) in inclusive, general education environments; to analyze and evaluate curriculum standards and resources; and to interpret assessment results to generate data-based decisions for individualized, instructional programs.

EEX 4474  Curricula for Teaching Students with Severe Disabilities
3 sh (may not be repeated for credit)
Prerequisite: EEX 3070
This course provides an introduction to curricula pertaining to students with severe disabilities including intellectual disabilities, physical impairments, and autism. Emphasis is placed on person-centered planning, team approaches, access to the general education curriculum, integrating life skills and academic skills instruction, activity-based instruction, and community-based instruction. Course content includes curriculum and instructional strategies related to communication, motor and self-care skills.

EEX 4772  Personal, Social and Employment Skills for Exceptional Students
3 sh (may not be repeated for credit)
A primary goal of this course is building capacity with regard to identifying holistic needs, as well as strategies to promote and maximize independence, to identify career goals that are consistent with the career aptitudes and interests of children and youth. Related components of this focus include: self-awareness, self-determination, transition planning for independent living, selective placement and social skill development. Emphasis throughout is placed on identifying access points to available community, state and federal resources. A required field experience requires students to develop a Transition Plan for an at-risk youth or adult that is an application of the essential course content.

EEX 4905  Directed Study
1-12 sh (may be repeated indefinitely for credit)

EEX 5283  Employment, Social, and Personal Skill Building for Exceptional Students
3 sh (may not be repeated for credit)
Includes an intensive examination of programs and services and development of well researched strategies for teaching personal, social, employment, and transition skills for students into advanced vocational prep., the workplace and independent living. Provides graduate level field-based classroom experiences in applying career development strategies, job coaching, transition planning, and research related to employment, social, and personal skill development of student with disabilities.

EEX 5905  Directed Study
1-12 sh (may be repeated indefinitely for credit)

EEX 6035  Best Practices in Teaching Challenging Students
3 sh (may not be repeated for credit)
A comprehensive overview of the exceptional student to include the knowledge, skills, and dispositions needed to be an effective teacher in the ESE classroom or inclusive education environment. Covers a broad range of topics to prepare the professional for the Florida Teacher Certification Examination for K-12 ESE. Discusses best practices as reflected in the professional literature related to effective program development and delivery for students who are at-risk or identified as needing special educational services.

EEX 6051  Exceptionalities
3 sh (may not be repeated for credit)
This course provides an introduction to special education including legislation, professional practices, trends, and research. Students will learn about characteristics and educational needs of individuals with disabilities and explore evidence-based practices that support student success.
EEX 6225  Assessment of Exceptional Children
3 sh (may not be repeated for credit)
This assessment course is designed for graduate students in Teacher Education and focuses on an analysis of the professional literature to determine best practices in assessment. Topics include (1) measurement issues to determine assessment quality; (2) an examination of effective assessment practices with children who are exceptional; (3) issues involving the interpretation of test scores; (4) best practices in assessment; and (5) best practices in linking assessment to instruction. Credit may not be awarded for both EEX 6225 and EEX 6227.

EEX 6612  Behavior Management
3 sh (may not be repeated for credit)
Provides a comprehensive knowledge base concerning behavior management including structuring the classroom for success, assessing and managing individuals and group behavior, and motivating and managing exceptional and at-risk students.

EEX 6905  Directed Study
1-12 sh (may be repeated indefinitely for credit)

EEX 7060  Seminar: Best Practices in Alternative and Special Education
3 sh (may be repeated for up to 6 sh of credit)
Students will develop a knowledge base of instructional issues including program alternatives, development of curriculum, developing instructional interventions, and microcomputers and instruction. Students will focus on best practices related to behavioral management, learning strategy instruction, and career education for those students who are not successfully adjusting to the normal school setting.

EEX 7120  Ecological Assessment and Intervention in Alternative and Special Education
3 sh (may not be repeated for credit)
Students will develop a knowledge base of the theoretical principles underlying ecological assessment in alternative and special education settings. Students will be given opportunities to apply ecological assessment procedures in alternative and special education setting to refine their assessment skills and to use the assessment data to plan and implement behavioral and instructional interventions. Credit may not be earned in both EEX 7212 and EEX 7215.

EEX 7343  Contemporary Trends in Special Education
3 sh (may not be repeated for credit)
Examines current research related to current trends in special education. Of particular importance will be an analysis of historical antecedents related to these trends, an examination of associated data bases, and implications for future trends.

EEX 7344  Current Research Applications in Special Education
3 sh (may not be repeated for credit)
Examines current research findings concerning assessment, instructional planning, and evaluative procedures used with various age groups and disabilities. Past and current practices as well as those procedures that have been found to be most effective will be addressed.

EEX 7457  Changing Paradigms in Education
3 sh (may not be repeated for credit)
Develop a knowledge base of major issues confronting the education. Understand current practices and relate these to the future needs of students. Additionally, students will be encouraged to explore ways in which programs and services can be restructured to meet current and future needs.

EEX 7773  Transitional Planning for At-Risk Students
3 sh (may not be repeated for credit)
Students will develop a knowledge base of transitional issues including historical perspectives, legislative mandates for transitional planning, skills and needs of at-risk students, models of transition programs, barriers and supports to transition, professional responsibilities, work and independent living supports, and current and future transitional needs. Students will focus on best practices related to vocational rehabilitation, vocational education, career education, and community education for those students who would not successfully adjust to adult living without these services.

EEX 7905  Directed Study
1-12 sh (may be repeated indefinitely for credit)