



## SAINT VINCENT COLLEGE

### **SPECIAL EDUCATION GRADUATE EDUCATION COURSE DESCRIPTIONS**

#### **GCED 605 Statistics and Research Design**

This course enables the educator to read and interpret empirical research as it is reported in periodic literature and to design educational research instruments and projects. This advanced course includes instruction in educational test and measurements that will provide the educator with the prerequisite mathematical skills to compute, read, and interpret statistical data as reported on standardized achievement tests, group and individual tests, and research monographs. The major emphasis of the course is to develop the observational, investigative, and interpretive skills of a reflective educator/practitioner. Three credits.

#### **GCSE 607 Family and Professional Collaboration**

This course focuses on the special education teacher as a team member within the field of education. Students learn about family centered practices and how to work with families from culturally and linguistically diverse backgrounds. Various models of collaboration and career consultation techniques for disabled individuals within the general community are discussed. Finally, the creation of classroom plan(s) and simulated practices for proper diffusion and implementation of professional strategies to foster public collaboration for the special education population are required. Three credits.

#### **GCSE 617 Diagnosis and Evaluation of Students with High Incidence Disabilities**

This course concentrates on diagnostic and evaluation techniques to use with students who have high incidence disabilities. The use of formal and informal assessment tools in areas specific to reading, writing, and mathematics are emphasized. Students acquire knowledge of various assessment procedures used to identify students for special education and for individual education program designs implemented within the traditional or non-traditional classroom. This course requires students to perform simulated hands-on and practical implementation of assessment tools to monitor students' academic progress. Three credits.

#### **GCSE 647 Advanced Topics - Clinical Applications in Applied Behavior Analysis**

This course builds upon the basic principles of learning and applied behavior analysis presented during previous coursework in Applied Behavior Analysis. The course will offer advanced coverage of special topics, including: the analysis of verbal behavior, practicing behavior analysis in applied settings such as schools and hospitals, conducting parent training; assessment and treatment procedures for improving communication skills of individuals with developmental disabilities, managing problem behaviors such as self-injury, Pediatric Feeding disorders, noncompliance and oppositional or antisocial behavior, enuresis and encopresis; and for dealing with special populations such as children with autism. Three credits.

**GCSE 667 Advanced Intervention Strategies in Reading, Writing, and Mathematics**

This course provides an advanced application of recent research and reviews of interventions for individuals with disabilities, including mild disabilities and learning disabilities. Topics include the following: recent intervention research, effective instructional practices, learning strategies approaches, attention interventions, motivation interventions, reading instruction strategies, written expression strategies, math instruction strategies, content area accommodations, testing accommodations, and early intervention methods. Three credits.

**GCSE 687 Teaching Students with Autistic Spectrum and Developmental Disorders**

This course is an overview of autism-spectrum disorders and methods for teaching students with these disorders. The course examines the psychological, physiological, social, and educational characteristics of individuals who have been identified as having autism, pervasive developmental disorder, Rett's disorder, Asperger's Syndrome and childhood disintegrative disorder. In addition, the course will focus on teaching, diagnosis, and intervention strategies to prepare the special educator. Three credits.

**GCSE 717 Typical and Atypical Growth and Development**

This course will explore the variety of differences in typical and atypical growth of children. Often, educators begin to notice that a child is not making typical progress in a setting. This course will help candidates recognize signs that may indicate a concern and realize that some developmental differences are merely differences. Culture, gender, and age factors influence some of these similarities and differences and will be explored at length. In addition, candidates will be required to do a project comparing children and their growth similarities and differences. Three credits.

**GCSE 727 Methods and Assessment of Life-Span Transition**

Special Education transitions occur from Early Intervention to Kindergarten, from elementary to middle school to high school, and from high school to post-secondary life. This course reviews various assessment tools used at each level of transition. In addition, it explores best-practice and research-based strategies to assist students from various disability categories and various age ranges to meet the goals of transition throughout their school experiences. Three credits.

**GCSE 737 Special Education Law and Ethics**

During this course, candidates will examine the Individuals with Disabilities Education Act, Pennsylvania Chapter 14, and past and current case law regarding students with disabilities. Students will be required to reach out to local administrators to garner practical knowledge of how Special Education laws affect the day-to-day administrative efforts within public education. Three credits.

**GCSE747 Mental Health Issues in Special Education**

Recognizing that many students with disabilities have comorbid mental health conditions alongside their intellectual, developmental or physical disabilities, this course focuses on etiology, analysis, assessment and behavioral and pharmacological intervention for mental health disorders of childhood and adolescence with an emphasis on an applied behavior analysis of disorders. Three credits.