

Ohio State Special Education Licensure Courses and Course Descriptions

650 Introduction to Exceptional Children U G 3

An overview of the education of exceptional learners including a discussion of their characteristics and a review of historical approaches to their education and of contemporary educational practices.

676 Programming for Severe Physical Impairments U G 3

Background information and survey of programmatic considerations related to physical, motor, and fitness training of the severely handicapped.

677 The Parent/Professional Partnership U G 3

Knowledge and skills necessary for educators to assist parents in facilitating the development, education, and socialization of children and youth and handicaps.

716 Assistive Technologies for Individuals with Disabilities U G 3

The purpose of this course is to prepare students to assist persons with disabilities in the selection and use of adaptive and assistive technology.

721 Classroom Management for Children with Special Needs U G 3

Principles and application of classroom management techniques appropriate for exceptional children and youth. Methods for positive behavior supports with an emphasis on developing class-wide management systems.

722 Communication Skills for Children with Moderate/Intensive Needs U G 3

Examines current principles in the development of alternative communication programs for individuals with moderate/intensive disabilities who do not spontaneously use speech.

734 Methods of Instruction I for Students with Mild/Moderate Disabilities U G 5

Designed to teach pre-service teachers effective instructional strategies for elementary learners with mild disabilities.

735 Methods of Instruction II for Students with Mild/Moderate Disabilities: Middle and Upper Grades U G 3

Designed to provide advanced training in methods for middle and secondary students with mild disabilities. Prereq:734

736 Methods of Instruction I for Students with Moderate/Intensive Disabilities: Planning for and Developing Instructional Programs U G 3

Provides an introduction to designing and developing instructional programs for individuals with moderate/intensive disabilities. Prereq: 722 & 743.

737 Methods of Instruction II for Students with Moderate/Intensive Disabilities: Implementing and Evaluating Programs U G 3

Provides students with an introduction to implementing and evaluating instructional programs for students with moderate to intensive disabilities. Prereq: 736.

742 Applied Behavior Analysis for Teachers U G 3

Study of principles of behavior for the development and maintenance of academic and social behaviors.

743 Educational Assessment of Exceptional Learners U G 3

Examination of issues and procedures associated with planning, conducting, scoring, and interpreting educational assessments.
Prereq: 650

747 Transition from School to Adult Life U G 3

Programming to promote successful transition of students with special needs from school to adult life. Encompasses employment, post-secondary education, residential, and community supports.

750 Teaching Social Behavior to Students with Disabilities U G 3

Nature of social skills, importance of social skills planning in the curriculum, and the special social-skill needs of learners with disabilities.

760 Educational Assessment in Early Childhood Special Education U G 3

Study of the assessment of infants and preschoolers and young children with special needs with particular emphasis placed on measurement for screening and instructional program planning.

761 Educational Intervention for Young Children with Disabilities U G 3

Study of instructional programming for language, communication, sensorimotor, cognitive, and social development in early childhood environments.

763 Inclusion in Early Childhood Special Education U G 3

Study of the diverse factors influencing the inclusion of young children with disabilities in community settings.

769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs U G 3

Designed to prepare special education teachers to work with administrators, general education teachers, parents and paraprofessionals to deliver instruction in inclusive settings.

832 Planning and Implementing Instruction for Generalized Outcomes G 3

Guiding principles, general strategies, and specific tactics for designing instruction that promotes the generality of newly learned skills over time, settings, and response classes.