Environmental Management

College of Integrated Science and Technology
ENVM 480. Selected Topics in Environmental Management. 1-4 credits. Topics in environmental management which are of interest to the upper-division student but not otherwise covered in the regular course offerings. Offered only with the approval of the director. May be repeated for credit when course content changes. Students should consult the instructor prior to enrolling. Prerequisite: Junior or senior standing in environmental management program. Topic selected may dictate additional prerequisites.

ENVM 490. Environmental Management Seminar. 2 credits. A literature-based seminar in environmental management, this course emphasizes student investigation and research, presentation, and discussion. Prerequisite: Senior standing in environmental management program.

Exceptional Education

College of Education
EXED 200. Foundations of Exceptional Education. 3 credits. This course is designed to support study of the historical perspectives, models, theories, philosophies, and trends that provide the basis for exceptional education practice. The status of persons with ELNs, legislative and judicial mandates and current regulation related to individuals with ELNs, and the “Rights and responsibilities” of various stakeholders as they relate to exceptionality will be stressed. The role of culture, environment, family and exceptionality will be explored.

EXED 202. Field Experiences in Special Education. 3 credits. Provides students with supervised experiences with persons with disabilities. Placements are made in various settings including schools, institutions and recreational programs. Prerequisite: EXED 200 and permission of the instructor.

EXED 300. Educational Technology for Students with Disabilities. 1 credit. An introduction to instructional technology for persons with disabilities. The role of assistive technology in the educational process is investigated. Students are exposed to a variety of instructional programs and equipment. Federal and state guidelines, interdisciplinary team functioning, and program, as well as equipment selection, are addressed. Prerequisite: Teaching and non-teaching minors only.

EXED 302. Mentoring Children and Youth with Mild Disabilities. 2 credits. The course will provide students with the knowledge and skills to engage in mentoring of children and youth with learning disabilities and attentional disorders. Students will focus on increasing their understanding of self-awareness related to living with a disability, effective compensatory learning strategies and self-advocacy skills. Prerequisite: Because of the purpose of this course is to increase self-awareness and mentoring skills related to understanding disabilities, it is open only to students who are registered with the Office of Disability Services.

EXED 303. Foundations of Classroom and Behavior Management. 3 credits. This course was designed to provide students with an understanding of and skill to apply classroom and behavior management techniques and interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. Diverse approaches for classroom and behavior management based upon behavioral, cognitive, affective, social and ecological theory and practice will be learned. Students enrolled in SPED K12 teacher education only. Prerequisite: EXED 200.

EXED 306. Lifespan Issues for Individuals with Disabilities. 3 credits. This course examines how issues such as legal mandates and policies, self-advocacy, family involvement, educational services, transition, and interagency collaboration impact individuals with disabilities and their families from birth through postsecondary life. The students will be challenged to compare and analyze needs and services available and accessed by individuals with disabilities. Prerequisite: For special education non-teaching minors and students in the chronic illness concentration.

EXED 310. Survey of Emotional Disturbance. 3 credits. A detailed study of the characteristics, diagnosis, treatment, assessment and education of individuals with emotional/behavioral disorders. Medical, psychological, behavioral and environmental causes are presented as well as therapeutic interventions, educational resources and instructional strategies. Prerequisite: EXED 200 and non-teaching minors only.

EXED 312. Field Experience in Special Education and Diversity. 1 credit. Students devote 30 clock hours to activities in school and non-school settings that emphasize diversity of individuals and families. Prerequisite: Teaching and non-teaching minors only; Corequisite: EDUC 310.

EXED 320. Survey of Learning Disabilities. 3 credits. A detailed study of the theories, characteristics, etiology and needs of individuals with learning disabilities including ADHD. Focus will be on causation and terminology as well as historical perspectives and current trends related to practices in identification and treatment of learning disabilities. Prerequisite: EXED 200 and non-teaching minors only.

EXED 330. Survey of Intellectual Disabilities. 3 credits. A detailed study of the characteristics, diagnosis, treatment, and education of individuals with intellectual disabilities. Medical aspects and implications for support needs are addressed as well as educational settings, resources, and instructional techniques designed to facilitate integration for individuals with intellectual disabilities. Prerequisite: EXED 200 and non-teaching minors only.

EXED 341. Characteristics of Learners with Disabilities Accessing the General Curriculum. 4 credits. This course was designed to cover definitions, characteristics, and legal and medical aspects of children and youth with disabilities relative to age, level of severity, and developmental manifestations. Family, cultural, socioeconomic, environment and developmental issues related to the education of persons with disabilities will be explored. Knowledge of developmental, learning and behavioral supports, as well as ethical issues and standards of professional behavior will be emphasized. Prerequisites: PSY 160 and EXED 200. Corequisites: EXED 336, MAED 430 and READ 430.

EXED 375. Overview Study of Autism Spectrum Disorders. 3 credits. This course is designed to provide an overview of the current issues involved in working with children who have been identified as having an autism spectrum disorder. Areas addressed will include learning characteristics, current research and factors involved with causation, assessment and diagnosis. We will discuss positive behavioral supports; social skills development; sensory processing, motor planning and sensory integration; and communication and language development. We will review current research related to the evaluation, planning, instruction and supports for students with a disability on the autism spectrum. A range of institutional methodologies and techniques will be emphasized throughout the course. Students cannot earn credit for both EXED 416 and EXED 375.

EXED 376. Initial Practicum for Special Education Pre-Professional Preparation. 1 credit. This course is designed to provide an initial opportunity to observe the teaching and learning of general curriculum in mathematics and reading. Students will have the opportunity to practice, one-on-one, some of the instructional and management techniques presented in EXED 303, MAED 430 and READ 430 as well as reflect on the implications for persons with exceptional learning needs as covered in EXED 200 and SPED 341. Prerequisites: EXED 200 and EXED 303. Corequisites: MAED 430, READ 430 and EXED 341.

EXED 401. Issues in Exceptional Education. 1-3 credits. Considers current problems and issues in special education as they relate to the professional education of teachers. EXED Teaching and non-teaching minors only with permission of instructor.

EXED 403. Models of Service Delivery for Exceptional Learners. 2 credits. This course was designed to provide an overview of the structure and organization of general education classrooms and other instructional settings representing the continuum of educational and support services for learners who are gifted/talented, second language speakers and/or who have disabilities. Students will also learn of the school and community resources available to support the learning of individuals with exceptional learning needs. Prerequisites: EDUC 300 and EXED 200.

EXED 416. Overview and Assessment of Autism Disorders. 3 credits. This course is designed to provide an overview of the current issues involving working with children who have been identified as having an autism spectrum disorder. Areas covered in-depth will include learning characteristics, current research and factors involved with causation,