Special Education

TESE 5090.LA. Assessment in Special Education. 3 Units.
The purpose of this course is to expose students to a variety of assessment methods appropriate for individuals with mild to moderate disabilities, including those who are culturally and linguistically diverse. The course will explore a range of assessment techniques, based on an ecological model of assessment which recognizes the impact of the assessment context on student performance. Emphasis will be on those instruments, and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, criterion-referenced assessment, and other alternative assessment techniques. Participants will engage in discussions about language practices and patterns of language use among cultural and linguistically diverse populations that may be misunderstood as language deficiencies. The dilemma of using traditional assessment instruments, such as standardized tests is considered, and a variety of alternative assessment methods are explored.

TESE 5120. Student Teaching W/ Prof Sem I. 3 Units.
Candidates begin on-site daily student teaching under the supervision of a Cooperating Teacher and University Supervisor. They take on increasing responsibilities for the class throughout the quarter. The required weekly seminar continues to integrate each week's teaching experience with theory and methods studied in the degree. Candidates will be expected to apply knowledge of engaging and supporting students in learning, including EL learners and students with disabilities. In addition, candidates will learn about creating and maintaining effective environments for student learning and how to optimally understand and organize subject matter. Also, candidates will apply knowledge of planning instruction and designing learning experiences for all students and assessing student learning. Lastly, they will work to continue their development as professional educators.

TESE 5120A. Student Teaching With Professional Seminar. 12 Units.
The professional seminar provides student teachers with the support and critical feedback necessary to connect their practice with course principles and educational theory. A large portion of the seminar will be devoted to developing the candidate’s ability to plan (with a special focus on assessing students’ learning relation to the lesson’s objectives), implement and evaluate effective lessons. The seminar provides an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care. This course is part of on-going professional development within the Antioch University Teaching Credentialing Program. The weekly seminar is used to discuss procedures that are implemented, to analyze the results of implementation, and to examine issues that arise in the placement.

TESE 5122. Student Teaching With Prof Sem II. 3 Units.
The professional seminar provides student teachers with the support and critical feedback necessary for them to connect their practice with course principles and educational theory. A large portion of the seminar will be devoted to developing the candidate’s ability to plan, implement, reflect upon and evaluate effective lessons. This planning and reflection will be further worked on through the Candidates’ completion of TPA 4 (Culminating Teaching Experience) and reflection of their teaching practice. The seminar is an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student Teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care. This course is part of on-going professional development within the Antioch University Teacher Education program. The weekly seminar is used to discuss procedures that are implemented in the student teaching placements, to analyze the results of implementation, and to examine issues that arise in the placement. Student teaching placements run concurrent with this seminar. Completion of student teaching is demonstrated utilizing the Antioch Developmental Rubric as observed by the University Supervisor and Cooperating Teacher. (Expectations for student teaching are more fully explained in the Student Teacher Handbook.).

TESE 5150A. Student Teaching Mild/Moderate With Professional Seminar II. 12 Units.
The professional seminar provides student teachers with the support and critical feedback necessary for them to connect their practice with course principles and educational theory. A large portion of the seminar will be devoted to developing the candidate’s ability to plan, implement, reflect upon and evaluate effective lessons. This planning and reflection will be further worked on through the Candidates’ completion of TPA 4 and reflection of their teaching practice. The seminar is an opportunity for participants to develop their professional support network by building stronger connections within their cohort. Student Teachers are strongly encouraged to share openly about their teaching experiences, both positive and negative, and to listen to each other with patience and care. This course is part of on-going professional development within the Antioch University Teacher Education program. The weekly seminar is used to discuss procedures that are implemented in the student teaching placements, to analyze the results of implementation, and to examine issues that arise in the placement. Student teaching placements run concurrent with this seminar. Completion of student teaching consists of demonstrating all eight Antioch Domains of Practice at least at the beginning level as observed by the University Supervisor and Cooperating Teacher. (Expectations for student teaching are more fully explained in the Student Teacher Handbook.).

TESE 5160. Understanding and Teaching Students With Mild and Moderate Disabilities I. 3 Units.
This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integrating technology. Emphasis is on adapting and implementing instructional techniques and materials based on assessment for learners with diverse needs and backgrounds to enhance development in areas of reading, literacy, mathematics, and metacognition.
TESE 5160.LA. Understanding and Teaching Students With Mild and Moderate Disabilities I. 4 Units.
This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integrating technology. Emphasis is on adapting and implementing instructional techniques and materials based on assessment for learners with diverse needs and backgrounds to enhance development in areas of reading, literacy, mathematics, and metacognition.

TESE 5170. Understanding & Teaching Students With Mild & Moderate Disabilities II. 3 Units.
This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques and materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in areas of written expression, spelling, social studies, science, art, study skills, and transition related skills.

TESE 5170.LA. Understanding & Teaching Students With Mild & Moderate Disabilities II. 4 Units.
This course focuses on meeting the needs of students with mild and moderate disabilities, through effective teaching methodologies, instructional strategies, interventions, accommodations, and adaptations to core curriculum. Content areas include research based practices, observable phenomena and ways to manage them, ecological assessment and considerations, planning and organizing instruction and curriculum, and integration of technology, including assistive technology. Emphasis is on adapting and implementing instructional techniques and materials, based on assessment, for learners with diverse needs and backgrounds to enhance development in areas of written expression, spelling, social studies, science, art, study skills, and transition related skills.

TESE 5180.LA. Family Dynamics & Communication for Special Education Services. 3 Units.
The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. In class activities, discussions, course readings, and assignments will be used to facilitate student understanding of research, recommended practices, and family perspectives concerning parent-professional partnerships. In addition, the interaction of culture and disability will also be explored. A framework for addressing problems or conflicts that often arise between service providers and clients from different cultures will be discussed.

TESE 5380.LA. Comprehensive Behavior Assessment and Positive Behavior Support. 3 Units.
In this course, candidates study the research and practices of social and academic behavior management with exceptional pupils in special education and inclusive settings. They learn theoretical perspectives on behavior management, and how to conduct applied behavioral analysis based on ecological assessment and functional analysis. This course also covers the ethical standards and professional conduct related to behavior management practice for individuals with disabilities. In addition, legal requirements, practices and procedures related to Title 5, California Code of Regulations Behavioral Interventions for Special Education Students, will be infused throughout this course and students will have a working knowledge of the requirements of state and federal laws.

TESE 5410.LA. Introduction to Autism Spectrum Disorder. 3 Units.
The basics of autism spectrum disorders (ASD) covering historical perspectives, current definitions, and characteristics will be introduced. Emphasis will be placed on incidence and prevalence trends, and characteristics associated with language/communication, cognition/neurology, social skills, sensory issues, and behavior. Students will also be taught the implications for program planning and service delivery. Course completion requires five hours of fieldwork.

TESE 6010B. Individualized Education Design and Policy Implementation. 1 Unit.
The focus of this course is to learn to implement special education law, specifically the Individuals with Disabilities Education Act (IDEA), and its implications for school contexts. Students will learn how to prepare for and coordinate IEP meetings, including working closely with families, students, colleagues in regular and special education and outside service providers. They understand the connections between assessment and instruction, and are able to design effective instructional plans to meet student needs. They learn to write appropriate short and long term goals and objectives and plan comprehensive programs to coordinate all aspects of a student's educational program.