

Teach Well Course Descriptions

Core Courses (Required)

EEX 6053 Foundations of Special Education 1

This course is designed to provide foundational knowledge of special education in schools. This includes a history of disabilities in society and US legislation related to disability, with a focus on special education law and policy. This course will also introduce the nature and needs of individuals identified as eligible for services under the various categories of disability addressed in IDEA. Finally, the course will address trends and issues related to collaboration among educators (e.g., teachers, administrators, related services providers) and families to plan for and deliver a Free and Appropriate Public Education. Individualized Education Programs (IEP) and related transition plans will provide a structure for planning and documenting student progress. The course will also introduce the importance of implementing evidence-based practices and high-leverage practices for students with disabilities, including culturally and linguistically diverse students.

EEX 6056 Foundations of Special Education 2

This course examines foundations of special education practices in the US as it relates to identification, assessment, instruction, and intervention practices for students with disabilities. Students will learn about the implementation of multi-tiered systems of support (MTTS), Individualized Education Program (IEPs), high leverage practices (HLPs), evidence-based practices (EBPs), and culturally responsive teaching (CRT) in supporting diverse students. Content will focus on using principles of universal design for learning (UDL) as the foundation for inclusive practices.

EEX 6233 Fundamentals of Academic Assessment and Intervention

This course provides theoretical background and practical strategies for teaching academic content to students with disabilities affecting academic performance. It focuses on addressing needs of a range of learners through use of evidence-based practices for assessment and intervention. Evidence-based classroom practices and universal design for learning will be addressed for each academic area (e.g., reading, writing, mathematics, content instruction).

EEX 6661 Fundamental of Behavior Assessment and Intervention

This course is designed to provide an overview of various behavioral and behavior management interventions that can be used within K-12 classrooms and other educational contexts. Issues related to behavior challenges/needs as well as different ways of addressing problem behavior will be examined. The focus of the course is on developing effective strategies and techniques that teachers and other educational professionals can use to increase learning for students exhibiting challenging behavior. Course participants will learn to understand and use psychoeducational behavior assessment data to design interventions that address and change challenging behavior within K-12 school contexts.

Academic Track

EEX 6125 Intervention for Language and Learning Disabilities

This course will develop students' understanding of language development and disorders and the impact of language on learning. The focus will be on classroom-based strategies for promoting language and literacy development for students with disabilities and other struggling students. In addition, students will learn about current approaches to literacy technology and its application in the classroom.

EEX 6266 Strategies for Teaching and Learning

The purpose of this course is to present preservice and in-service teachers with information regarding research-validated teaching strategies for students with and without disabilities. Course content will emphasize developing a strategic environment for instruction and learning. Participants will demonstrate ability to apply strategic instructional methods with students with learning problems.

EEX 6936 Math Strategies for Struggling Students

Using the expectations and suggestions of the National Council of Teachers of Mathematics (NCTM) Standards and Florida's Next Generation Sunshine State Standards (NGSSS) in mathematics, this course is designed for special educators who teach or co-teach mathematics to elementary and middle school students with disabilities in a variety of instructional settings (inclusive classrooms, resource rooms, and self-contained). Students will examine (a) trends in mathematics education, (b) what it means to learn, assess, and teach mathematics well, and (c) a variety of instructional strategies for teaching mathematics content in Pre-K through grade 8 with an emphasis on students who struggle to learn math.

Behavior Track

EEX 6936 Concepts and Principles of ABA

This course was developed to provide graduate level students an introduction to the philosophical underpinnings and concepts and principles of applied behavior analysis. This course will focus on providing learners with a foundation in terminology and behavioral procedures for teaching new behaviors. Learners will be provided with readings from seminal articles in research in each topic area. Areas covered include contingency-shaped behavior, operant and classical condition, reinforcement, punishment, ethical consideration, verbal behavior, discrimination, generalization, and maintenance. Particular emphasis will be placed on operant behavior and the use of reinforcement strategies. This course serves at the standalone 45-hour course in concepts and principles as required by the BACB 5th Edition Coursework Requirements.

EEX 6936 Classroom Applications of ABA

This course examines behavior analytic practices used in schools to deliver evidence-based instruction and intensive individualized interventions and supports to students.

EEX 6XXX New Behavior Class - TBD

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Disabilities in Society Track / Certificate

EEX 6099 Social Perspectives on Disability

This course provides a framework for understanding disabilities and disability-related issues within societal contexts. It examines (1) historical and contemporary views of people with disabilities, (2) disability-related issues with respect to education, inclusion, and advocacy, and (3) perceptions of people with disabilities with respect to acceptance and inclusion in society.

EEX 6525 Disability Policy and Legislation

This course will cover the development and enactment of laws and policies designed to protect the rights of persons with disabilities including the Americans with Disabilities Act and other significant legislation. Students will review recent and pending court cases that affect various aspects of adult life for persons with disabilities.

EEX 6778 Community and Work Access for Individuals with Disabilities

This course will cover aspects of the community, work, and postsecondary education experience for adults with disabilities. Potential concerns of employers, co-workers and friends will be addressed. Effective practices that foster accepting and supporting environments thus ensuring successful life outcomes for adults with disabilities will be discussed.

EEX 6930 Seminar in Disabilities

This course is designed for students to develop a summery project based on the integration of supporting individuals with disabilities in the workplace, postsecondary education, community, and life. Students will develop individual projects.

Dyslexia Track / Certificate**EEX 6135 Foundations of Literacy Development and Dyslexia (Course 1; 6-week course)**

This course addresses the critical components of literacy development and introduces participants to the nature and needs of students with dyslexia. The focus is on the effects of dyslexia on learning to read and write. The course will also address the historical development of the field, relevant laws, and policies.

EEX 6136 Dyslexia and the Brain (Course 2; 10-week course)

This course addresses dyslexia's neurobiological origins, its effect on language and literacy development, and the variations in the processing and development of the various elements of language and literacy among students with and without dyslexia. The course also addresses linguistic structures of and historical influences on the English language.

EEX 6137 Dyslexia: Assessment for Intervention (Course 3; 8-week course)

This course addresses the principles and practices of effective assessment for students with dyslexia, including the various purposes of assessment, the psychometric properties of high-quality assessment tools, and issues related to test administration. Students will identify effective assessment tools, develop informal assessment procedures, and interpret assessment data to design intervention.

EEX 6138 Dyslexia: Intervention Methods (Course 4; 8-week course)

This course addresses principles and practices of evidence-based literacy intervention for students with dyslexia, including the stages of literacy development, the varied challenges that students may encounter as they develop literacy, effective intervention in various components of literacy, and the issues involved in designing a comprehensive literacy intervention program.

EEX 6855 Dyslexia: Practicum in Assessment and Intervention (Course 5; 16-week course)

The practicum integrates the theoretical study of dyslexia assessment and intervention practices with application in authentic settings. In this course, students apply the principles of effective assessment and intervention and implement evidence-based practices for students with dyslexia. Students also apply what they have learned to effect change their local settings.

Early Childhood Track / Certificate

EEC 6205 Early Childhood Curriculum

In this course, students will begin with an overview of child development. This creates an important foundation. Students must be able understand why, in the context of child development, a teaching practice is developmentally appropriate or not. Students must also be able to recognize variation in development within a classroom. Later course material will demonstrate how to create practice that is developmentally appropriate, why this is important, and they ways in which children benefit. The course will conclude with a discussion of standards and policy and how these relate to DAP.

EEC 6936 Assessment and Evaluation in Early Childhood Educational Practice

This course addresses issues of assessment related to the practice of early childhood education. We begin with foundations for assessment, including principles and recommended practices, and how to evaluate assessment instruments. Subsequently, we examine how assessment data can be used in decision-making at the child, class, and program level.

EEC 6933 Families in Early Childhood Education

In this course, students begin by learning about diversity and the impact of culture on families' involvement in education. To foster meaningful family engagement, students learn strategies to recognize each family's unique strengths. Students then apply this knowledge to develop effective family engagement programs for their school and classroom.

EEC 6933 Policy and Transition in Early Childhood Educational Practice

This course examines policies that directly affect educational practice in early childhood settings. Students consider their own role as child advocates in the implementation of educational policy.

Early Childhood Care and Education Policy Track / Certificate

EEC 6636 Examining Practices, Policies, and Key Issues in Early Childhood Policy

Provides a thorough overview of the pedagogy, practices, policies, and issues framing the design and delivery of contemporary ECEC. Central to such formulations, the role of parents and families is addressed as a critical contouring variable. Designed in three units, the course addresses: (i) understanding early childhood education and care practice and policy in the US; (ii) identifying critical policy challenges; and (iii) addressing critical policy challenges.

EEC 6665 History, Child Development, and Equity in Early Childhood Policy

Provides an overview of the developmental science that informs policy and program development; social, political and economic forces that shape the study of young children and contribute to developmental trajectories with an emphasis on equity; challenging roles of families; and implications of these issues for policies affecting young children.

EEC 6667 Theory and Analysis in Early Childhood Policy

Provides an interdisciplinary perspective on early childhood education and care (ECEC) policy, focusing on the systematic study, analysis, and interpretation of policy. Designed to help students understand the role of policy analysis in the policy process, and to explore theoretical frames used in ECEC policy discourse.

EEC 7056 Early Childhood Policy and Advocacy

Focuses on understanding, analyzing, and evaluating early childhood policies at federal, state, and local levels and internationally. Analyzes relationships among early childhood policies, research, and practices.