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B.A. in LIBERAL STUDIES SOCIOLOGY and SOCIAL CHANGE MAJOR with SPECIAL EDUCATION MINOR

Leading to Residency Certification in Special Education (WA State Only)

The Lesley at Tacoma program is a Bachelor's degree completion program leading to Washington residency teacher certification in Special Education P-12. Students transfer into the program with an Associate's degree, or equivalent, that includes specific prerequisites across the arts and sciences. Transcripts will be evaluated to determine acceptability of courses for transfer.

Candidates will complete a major in Sociology and Social Change before beginning their minor in Special Education. Courses in sociology and social change, as well as education courses leading to certification, are designed to address teacher candidates' needs and prepare them to work with diverse children in schools within a complex social system.

Participants will be well prepared for the state-required Special Education WEST-E, as well as for the Teacher Performance Assessment to be completed during student teaching. This integrated program reflects the reality of classrooms and encourages the understanding and collaboration necessary in today's educational settings.

Program Prerequisite:

A grade of C or better in an introduction to sociology course that is the equivalent of Lesley University's CSOCL 1101 Introduction to Sociology or Tacoma Community College's Sociology 101

Course Number	Course Title	Course Credits
Required Coursework: Sociology and Social Change Major		
CSOCL 2101	Contemporary U.S. Society	3
CSOCS 3441	Elements of Statistics in the Social Sciences	3
CSOCL 2119	Race and Ethnic Relations	3
CSOCL 2402	Sociology of Family	3
CSOCS 3444	Research Methods in the Social Sciences	3
CSOCL 3445	Race, Class, and Gender	3
CPLCY 4441	Children, Families, and Social Policy: Global Perspectives	3
CSOCL 3500	Social Theory	3
ESPED 5100	Contemporary Perspectives in Special Education	3
Total Credits: Major		**27**
Required Coursework: Special Education Minor		
ESPED 5114	Designing Instruction for the Inclusive Classroom	3
ESPED 6121	Classroom Management and Behavior Support	3
ESPED 6014	Reading and Writing for Diverse Learners	3
ESPED 6124	Assessment in Special Education	3
ESPED 6134	Designing Effective Individualized Education Programs	3
ESPED 6013	Math and Science for Learners with Special Needs	3
ESPED 6132	Collaboration with Professionals, Families, and Community	3
ESPED 7726	Practicum and Seminar in Special Education	6
ESPED 5021	Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators (online)	1
Total Credits: Minor		**28**
TOTAL CREDITS		**55**

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Course Descriptions

Program Prerequisite: A grade of C or better in an introduction to sociology course that is the equivalent of Lesley University's CSOCL 1101 Introduction to Sociology (see below) or Tacoma Community College's Sociology 101

CSOCL 1101 Introduction to Sociology
An introduction to the basic concepts, perspectives, and methodology of sociology. The course examines the influence of social relations on human behavior, social structures, and society. Topics include culture and society; social interaction; socialization; social control and deviance; inequality; minority groups; the family; and the policy and the economy as social institutions.

CSOCL 2101 Contemporary U.S. Society
This course offers a sociological examination of major institutions in the United States today with a particular focus on the economy and work; politics, health and medical care, schools and education, media. The analysis of social institutions will be grounded in an understanding of inequality in the U.S. and how the institutions are experienced and differentially affect members of different social classes, racial/ethnic and gender groups, as well as other social groups. Through the course we will analyze changes in the institutions over time and ways that contemporary institutional problems might be addressed to improve social conditions and opportunities for all.

CSOCS 3441 Elements of Statistics in the Social Sciences
This course introduces students to the basic concepts, techniques, and application of descriptive and inferential statistics. Topics include organization of data, measures of central tendency and variability, probability, sampling distribution, hypothesis testing, linear correlation and prediction. The course emphasizes the analysis and interpretation of research in the social sciences. Practice exercises are utilized.

CSOCL 2119 Race and Ethnic Relations
This course focuses on the study of relations between racial and ethnic minority groups and the dominant groups which oppress them. The course covers general processes experienced by all minority and dominant groups such as oppression, prejudice, discrimination, economic exploitation, resistance, and assimilation. The course presents an overview of major American racial and ethnic groups along with focused study of racial/ethnic relations in several other cultures (e.g., South Africa, Northern Ireland, Brazil, Palestine).

CSOCL 2402 Sociology of Family
This course focuses on family as a social institution in contemporary North American society. Students will examine the variety of family forms and changing family relations using sociological and psychological frameworks. Topics include: a historical overview of family forms and practices reflecting race/ethnic and class diversity; the gendered division of labor in the home; immigrant family experiences; and social policies which reflect the inter-relationship of family with other social institutions.

CSOCS 3444 Research Methods in the Social Sciences
Study of the logic, rules, and techniques of social science research. Topics include relationship of theory and research; research design; measurement; and analysis of data, including elementary statistical analysis. Data collection methods such as experimentation, observation, interviews and questionnaires, and secondary analysis of available data are studied and utilized in research projects.

CSOCL 3445 Race, Class, and Gender
This course is an investigation of race, class, and gender inequality in modern society. Students will examine the causes of race, class, and gender divisions as well as the social structures that give rise to and maintain such divisions. Students will also examine the effects of these differences on the daily lives of individuals in racial, ethnic, and gender groups. *Prerequisite: One sociology (CSOCL) course.*

CPLCY 4441 Children, Family, and Social Policy: Global Perspectives
This course studies social policies affecting children and families globally, with focus on specific countries in different regions and at different levels of development. The course focuses on necessary and effective policies in the critical areas of income maintenance, health, childcare and education, family support, abuse and neglect, juvenile criminality, substance abuse, and other important areas of child/family policy. The course focuses globally on developing nations and on how policy differentially serves and affects members of racial, ethnic, class, and gender groups in developed and developing nations.

CSOCL 3500 Social Theory
This course introduces students to the major foundation theorists in sociology and their respective impact on the development of sociological thinking. Students will read and analyze selections from the thinkers considered to be the "classical" theorists in sociology, those who work shaped the discipline in its early stages in the nineteenth and early twentieth centuries as they attempted to explain social change and the structure of society and social interaction. We will focus on sociological theories of Karl Marx, May Weber, Emile Durkheim, George Simmel and their impact on subsequent thinkers who developed their theories in more contemporary times in the West. We will study theorists' explanations of economic, social, political, and cultural changes of their worlds. The impact of these classical thinkers on contemporary sociological thinkers and schools of thought will be culminating part of the course.

ESPED 5100 Contemporary Perspectives in Special Education
This course provides an introduction to the profession of Special Education. From an inclusive perspective, the course examines the characteristics of disabling conditions, as well as the effects of societal attitudes, the historical context of special education, and state and federal law. The range of service delivery provided by schools and agencies will be addressed.

ESPED 5114 Designing Instruction for the Inclusive Classroom
The design of curriculum and instruction for diverse learners in inclusive classrooms is the focus of this course. Course participants investigate universally designed approaches that draw on brain research, differentiated instruction, multiple intelligences approaches, and new technologies to respond to the needs of all learners, including students with disabilities and students who are culturally and/or linguistically diverse. Course participants will be introduced to Response to Intervention as well as to evidence-based practices that provide access to the curriculum for all learners.

ESPED 6121 Classroom Management and Behavior Support
This course addresses the social and behavioral aspects of the classroom. Course participants analyze a range of classroom management approaches, with particular focus on preventing and proactively addressing student behavior problems in culturally and linguistically diverse classrooms. Participants examine strategies for developing and maintaining appropriate standards of behavior and enhancing the emotional development of children. Central themes of the course include analyzing behavior, developing individualized strategies for addressing challenging behaviors, and creating opportunities for learning effective social skills. A range of environmental, social, behavioral, psycho-educational and cognitive theories and interventions are reviewed and critiqued. Effective strategies for collaborative problem-solving, conflict resolution, and family involvement are also addressed.

ESPED 6014 Reading and Writing for Diverse Learners
This course examines content and teaching approaches focusing on reading and writing for PreK-12 students with a range of learning and other disabilities. Topics include approaches for promoting growth in word analysis, comprehension, vocabulary, and composition. Class participants work with educational standards and have the opportunity to address all content areas in developing a variety of specific modifications and interventions based upon individual needs and designed to address and remediate learning problems as specified by the IEP.

ESPED 6124 Assessment in Special Education
Assessment is a legal and professional responsibility of all special educators. This course will focus on eligibility determination from assessment to program planning, including re-evaluation for the purpose of continued eligibility. The process of interpretation of test results to meaningful curricular decision making and professional communication of this information to team members will be a primary outcome of the course. Students will focus on assessment methods and procedures used in eligibility determination and program planning for students with disabilities as well as students who are culturally and linguistically diverse.

ESPED 6134 Designing Effective Individualized Education Programs
This course will focus on the Individualized Education Program (IEP) process from referral to eligibility determination and placement, including legal rights and responsibilities. Based upon interpretation of case study assessment results, students will develop legally and educationally appropriate IEPs to meet identified needs and recommend appropriate accommodations, modifications, and specialized instruction. The roles and responsibilities of various education professionals and family members with regard to implementation, collaboration, documentation, and progress reporting will be explored. Specialized programs for students with disabilities will be investigated.

ESPED 6013 Math and Science for Learners with Special Needs
Based on an understanding of the many ways of knowing and learning, the course will focus on the learning strengths and needs of students with disabilities in grades PreK-12. National, state, and local frameworks and standards will be used in unit and lesson planning. Class participants will learn to analyze math and science tasks, to design and modify classroom experiences through the use of technology and other tools, and to support learning and address individual needs as specified in the IEP.

ESPED 6132 Collaboration with Professionals, Families, and Community
This course focuses on models and strategies for collaboration among general and special educators, families, outside evaluators, and the community to support students with and without disabilities and to help create positive educational change. Development of effective interpersonal communication skills in working with teachers, outside agencies, and families of students from culturally and linguistically diverse backgrounds will be emphasized. The teacher's roles and responsibilities as a professional and as a collaborative consultant will be explored. Use of outside agencies, services and community resources will be addressed.

ESPED 7726 Practicum and Seminar in Special Education
This seminar will provide information and support as students participate in their student teaching internships for the residency certificate in special education, P-12. Topics will include curriculum planning and modification, assessment strategies, classroom management, communicating effectively with parents and colleagues, stress management, and other issues of interest to the enrolled students.

ESPED 5021 Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators
This online course presents information for classroom teachers and caregivers about child abuse. It begins with the history and current issues and moves into state and federal law. Multiple types of child abuse are discussed, such as physical, sexual, substance, and emotional abuse, plus neglect and maltreatment of children with disabilities. Identification, response, reporting, and prevention are also explored.