MAT 620
Learning and Behavior Theories in General and Special Education

COURSE INFORMATION:
Credit hours: Three hours (3)

COURSE DESCRIPTION:
The study and application of learning and behavioral theories including taxonomies of learning, pedagogical principles, child and adolescent development, and teaching and managing diverse populations.

PRE-REQUISITES:
Provisional or Full SARTE status and concurrent enrollment with MAT 610 and MAT 615 or successful completion of MAT 610 and MAT 615.

TEXTBOOK – REQUIRED AND OPTIONAL:

REQUIRED TEXTS:

SUPPLEMENTAL TEXT:

FORM OF COURSE
Seminar and Field Experience, 3 credit hours.

CONCEPTUAL FRAMEWORK STATEMENT OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified critical components of The Effective Educator as supported via the college’s conceptual framework. The COEHD’s Conceptual Framework provides direction for the development of effective professionals and, serves as a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology). (CK).
OBJECTIVES:

Upon completion of this course, the candidate will be able to:

1. describe learning and behavior theories as they apply to regular and special education. (CK, D)
2. describe taxonomies of learning. (CK, D)
3. identify theories of child and adolescent development. (CK, D)
4. apply pedagogical principles to learning situations. (SM, CK, D)
5. incorporate instructional technology into the preparation and teaching of lessons. (CK, T)
6. use critical and creative thinking skills relevant to the course content and appropriate to student needs. (KL, D)
7. identify and address the special needs of students from diverse cultures, socioeconomic levels and other groups throughout the curriculum. (KL, D)

ASSESSMENT:
Candidates will participate in readings, class discussions and activities, and field experiences that introduce them to various aspects of education and the profession of teaching. Candidates will be assessed on their accomplishments of course objectives through written and oral reports on which they reflect on readings and experiences, individual and group activities that demonstrate their understanding, and tests focusing on their knowledge and critical analysis of principles and practices.

FIELD EXPERIENCE:
Candidates are required to perform a total of 10 hours of field experience.

KNOWLEDGE BASE:

