

# EDUC: SPECIAL EDUCATION (SPED)

## SPED 219 - EXCEPT CHILDREN & YOUTH

Comprehensive overview of all types of exceptionality and characteristics of students with learning, communication, intellectual, emotional, physical, health, and sensory disabilities. The special education law, practices, and programs that support students with disabilities to access and progress through standards-based curriculum and assessments. Focus on linguistic, ethnic/racial, and economic diversity among students with disabilities and their families.

Credits: 3

## SPED 300 - CURRICULUM, INSTRUCTION, & ASSESSMENT

Comprehensive course in the design of curriculum, instruction and assessment. Developmentally appropriate practices in curriculum, instruction and assessment. Curriculum models, instructional design including lesson and unit planning and development of assessment tools for diagnostic, formative and summative assessments.

Credits: 3

Course Notes: Open to COE majors only.

## SPED 301 - FOUNDATIONS & COMMUNITY

The role of education in contemporary US society; the teaching profession and the standards that define it; the philosophical and historical context of contemporary education in the US; and the conceptual framework of Roosevelt University's College of Education and its function as an organizing principle for classrooms. Provides a foundation for all other course work in the elementary education program.

Credits: 3

Course Notes: Open to COE majors only.

## SPED 303 - IND. COACHING & FIELD EXP. 1

Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Orientation courses, content, and pedagogical practice. Emphasizes development of teaching skills through one-on-one instruction with a transition to small group instruction. Field experience provides a setting to implement other Orientation course assignments, assessments, and preparation for the edTPA.

Credits: 1

Course Notes: COE majors only

## SPED 328 - IND. COACHING & FIELD EXP. 2

Supervised observation and teaching in a local elementary school, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Implementation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small group instruction. Field experience provides a setting to undertake other Implementation course assignments, assessments, and preparation for the edTPA

Credits: 1

Prerequisites: SPED 300 and SPED 301 and SPED 303

## SPED 340 - ASSESSMENT IN SPECIAL EDUCATION

Data based decision making related to identification, instruction, and supports for students with disabilities. Use of valid and reliable assessment techniques for evaluation of the learning environment and student learning, achievement, and progress across all ages and educational settings. Experience in designing, administering, scoring, interpreting, and reporting assessment results for the purposes of designing interventions, instruction and supports. Focus on selecting and interpreting culturally and linguistically appropriate assessments.

Credits: 3

Prerequisites: SPED 301 and SPED 303

## SPED 341 - METHODS OF TEACHING MATHEMATICS & SCIENCE IN K-8 EDUCATION

This course provides strategies and curriculum for teaching mathematics in grades 1--6 and models and examines an investigative approach to elementary mathematics instruction that is purposeful, inquiry--based, meaningful, and integrated with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving, logical reasoning, and applications to life situations

Credits: 3

Prerequisites: SPED 300 (may be taken concurrently) and SPED 301 (may be taken concurrently) and SPED 303 (may be taken concurrently)

Course Notes: Open to College of Education major only.

## SPED 342 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION

Characteristics of students with intellectual disabilities, autism and multi-needs. Specialized curriculum, instruction, materials, and assessment for students with intellectual disabilities, autism and multi-needs.

Application of research-based instructional and assessment strategies and community supports to individualized educational programming and transition. Focus on community-based learning and teaching of independent living and functional skills.

Credits: 4

## SPED 343 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR

Characteristics of students with emotional and behavioral disabilities.

Application of research-based instructional and assessment strategies to individualized instructional and behavioral programming. Research-based, positive behavior interventions and supports at the school, classroom, target group, and individual student levels. Use of Functional Behavior Assessment and Behavior Intervention Plans to support student social-emotional learning.

Credits: 4

Prerequisites: SPED 301 and SPED 303

## SPED 345 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON PHYSICAL HEALTH

Characteristics and educational considerations for students with physical disabilities and other health impairments. Emphasis on technology, assistive strategies, the principle of partial participation, and curriculum modification and adaptation. Recent research in disabilities that limit mobility, fine and gross motor skills, and independent living. Transition planning and community based supports.

Credits: 4

Prerequisites: SPED 300 and SPED 301 and SPED 303

**SPED 346 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING**

Characteristics of students with learning disabilities, autism, and traumatic brain injury. Application of research-based practices and strategies to planning of individualized instruction, modifications and accommodations. Focus on access to, and progress through, general education curriculum and assessments.

Credits: 4

**SPED 348 - IND. COACH & FIELD EXP III**

Supervised observation and teaching in a local special education setting, seminar discussions concerning observational records, teaching strategies, evaluation, and individual issues; emphasis on development of independence and skills through self-analysis techniques. Provides a laboratory for Innovation courses, content, and pedagogical practice. Emphasizes development of teaching skills through small and large group instruction. Field experience provides a setting to undertake other Innovation course assignments, assessments, and preparation for the edTPA.

Credits: 1

Prerequisites: SPED 328 (may be taken concurrently) and SPED 341 and SPED 343

**SPED 350 - TECHNOLOGY FOR SPECIAL EDUCATION**

The use of instructional and assistive technology as they relate to teaching, learning, and successful integration of students with disabilities. Exploration of hardware and software developed specifically for persons with disabilities, as well as hardware and software that can be adapted for use with persons with disabilities.

Credits: 3

**SPED 361 - INTERNSHIP IN SPECIAL EDUCATION**

Five-week internship in special education setting; hands-on work with students with special needs. Precedes student teaching; provides intensive experience across the spectrum of educational placements and age levels. Class members participate in planning and implementing individual student, small group, and whole class lessons. Focus on IEP goal integration into planning. Weekly seminar sessions focus on the roles and responsibilities of the special educator.

Credits: 4-6

Prerequisites: ICTS-SPED Gen Curr Test-P/F with min score of P and ICTS Learn Behavior Spec I with min score of P and SPED 321 and SPED 340 and SPED 342 and SPED 343 and SPED 345 and SPED 346 and SPED 350 and READ 320

Course Notes: All profess. courses completed ICTS Content Test with min score pass required. Advisor Consent

**SPED 366 - STUDENT TEACHING SEMINAR: SPECIAL EDUCATION**

Supervised observation and teaching in local K-12 school in a special education setting; provides intensive experience across educational placements and age levels. Candidates participate in planning and implementing individual student, small group, and whole class instruction and assessment. Focus on IEP goal integration into planning and instruction. Weekly seminar discussions related to instruction, assessment, learning environment, and collaboration.

Credits: 12

Course Notes: All profess. courses completed. ICTS Content Test with min score pass required. Advisor Consent

**SPED 367 - TEACHER RESIDENCY 1**

This is the first course in a year-long student teaching experience in Special Education. Students participate in supervised observation and teaching in a local K-12 school. Seminar discussions focus on observational records, teaching strategies, evaluation and concerns related to students and learning. Students develop instructional independence and skills through practice and analysis of techniques.

Credits: 5

Course Notes: This is the first course in a year-long student teaching experience in Special Education.

**SPED 368 - TEACHER RESIDENCY 2**

This is the second course in a year-long student teaching experience in Special Education. Students participate in supervised observation and teaching in a local K-12 school. Seminar discussions focus on observational records, teaching strategies, evaluation and concerns related to students and learning. Students develop instructional independence and skills through practice and analysis of techniques.

Credits: 10

Course Notes: This is the second course in a year-long student teaching experience in Special Education.

**SPED 395 - SPECIAL EDUCATION INDEPENDENT STUDY**

Credits: 1-6

Course Notes: ICTS Basic skills test with min score pass required.