EDUC: SPECIAL EDUCATION (SPED)

SPED 400 - 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
Prerequisites: (ICTS-TAP-P/F/I with min score of P or (ACT Composite with min score of 19 and ACT Combined English/Writing with min score of 22) or SAT Writing with min score of 450) and ELED 400 and ELED 401 and ELED 403 and EDUC 402
Course Notes: Admission to NDTA Required

SPED 401 - 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
Prerequisites: (ICTS-TAP-P/F/I with min score of P or (ACT Composite with min score of 19 and ACT Combined English/Writing with min score of 22) or SAT Writing with min score of 450) and ELED 400 and ELED 401 and EDUC 402
Course Notes: Admission to NDTA Required

SPED 402 - CHILD DEVELOPMENT, LEARNING, AND MOTIVATION
Comprehensive study of child growth, development, learning, and motivation from conception through adolescence. Emphasis on early stages as foundation for later physical, social, emotional, and cognitive development. Theories and current research focusing on development, learning, motivation and behavior management. Application of concepts to the development of effective and engaging classroom communities.
Credits: 3

SPED 403 - FIELD EXPERIENCE I
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
Prerequisites: (ICTS-TAP-P/F/I with min score of P or (ACT Composite with min score of 19 and ACT Combined English/Writing with min score of 22) or SAT Writing with min score of 450)

SPED 405 - FOUNDATIONS OF EDUCATION
Credits: 3
Course Notes: ICTS Basic skills test with min score pass required.

SPED 407 - TOPICS & ISSUES IN HUMAN DEVELOPMENT
Theory and research in human development; educational implications from perspective of learner and practitioner. Various stages of life span; interrelatedness of biological and environmental variables as they influence development; special role of the teacher.
Credits: 3

SPED 419 - EXCEPTIONAL CHILDREN & YOUTH
Comprehensive overview of all types of exceptionality. Fulfills requirements of Illinois House Bill 150. Exceptional characteristics of mentally, physically, or emotionally disabled children; the special instructional programs, practices, and facilities that help them realize their potential more fully.
Credits: 3
Course Notes: Requires 25 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 421 - TEACHING MATH IN ELEMENTARY & MIDDLE SCHOOL
This course provides strategies and curriculum for teaching mathematics in grades K-9 and models and examines an investigative approach to elementary and middle school mathematics instruction which is purposeful, inquiry-based, and meaningful, and which is integrated with other mathematics topics and with other content areas. Strategies focus on communication, connections, mathematical representations, problem solving and logical reasoning. This course fulfills the methods course requirement for the state endorsement in middle school mathematics.
Credits: 3
Course Notes: ICTS Basic skills test with min score pass required.

SPED 428 - FIELD EXPERIENCE II
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: (ICTS-TAP-P/F/I with min score of P or (ACT Composite with min score of 19 and ACT Combined English/Writing with min score of 22) or SAT Writing with min score of 450) and EDUC 402 and SPED 400 and SPED 403
Course Notes: Admission to NDTA Required

SPED 440 - ASSESSMENT IN SPECIAL EDUCATION
Test selection, classification, and placement decisions. Use of various techniques for evaluation of the progress of individuals in special education at all levels. Laboratory experience in administering, scoring, interpreting, and reporting test results.
Credits: 3
Course Notes: or instr. consent, ICTS Basic skills test with min score pass required.
SPED 441 - METHODS OF TEACHING MATH IN ELEMENTARY SCHOOL
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: (ICTS-TAP-P/F/I with min score of P or (ACT Composite with min score of 19 and ACT Combined English/Writing with min score of 22) or SAT Writing with min score of 450) and EDUC 402 and SPED 419 and READ 420 and SPED 400 and SPED 403 and SPED 428
Course Notes: Admission to NDTA Required

SPED 442 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON COGNITION
Curriculum, major objectives of instruction, and specific methods and materials for teaching students with cognitive disabilities. Preparation of the Individualized Education Program (IEP) and transition planning; evaluation techniques; recent research.
Credits: 4
Course Notes: Requires 20 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 443 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR
Functional assessment of behavior and the development of intervention plans to address behavior problems. Alternative resources, techniques of classroom management, and application of recent research.
Credits: 4
Course Notes: Requires 20 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 444 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON PHYSICAL HEALTH
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.
Credits: 4
Course Notes: Requires 20 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 445 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING
Credits: 4
Course Notes: Requires 20 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 446 - IND COACH & FIELD EXP 3
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

SPED 448 - TECHNOLOGY FOR SPECIAL EDUCATION
The use of instructional and assistive technology as they relate to teaching, learning, and successful integration of people with disabilities. Exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities.
Credits: 1-3
Course Notes: ICTS Basic skills test with min score pass required.

SPED 450 - VOCATIONAL SERVICES AND TRANSITION PLANNING IN SPECIAL EDUCATION
This course is a comprehensive overview of career and transition planning for the full spectrum of disabled individuals. It will fulfill the State of Illinois - "Vocational Programming for Handicapped" requirements for Pre-vocational Coordinator Approval and Teacher/ coordinator Approval, and it will support participants in developing Transition specialist competencies. As a result of this class, students should be able to identify and participate in the objectives as identified by the Council of Exceptional Children, Division on Career Development and Transition as desirable competencies for secondary special educators.
Credits: 3
Course Notes: Prereq plus Special Education Certification or instructor, approval.

SPED 461 - 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. Students 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: 2
Course Notes: All profess. courses completed, ICTS Content Test with min score pass required., Concurrent enroll. with SPED 470 required. Office of Field, Placement will register students for this course.

SPED 466 - STUD TEACH:SPED
Credits: 4

SPED 470 - STUDENT TEACH SEM: SPED
Supervised observation and teaching in local K-12 school; seminar discussions concerning observational records, teaching strategies, evaluation, and individual problems. Ten-week experience in a special education setting. Emphasis on development of independence and skills. This course follows internship and provides intensive experience across the spectrum of educational placements and age levels.
Credits: 4
Course Notes: All profess. courses completed., ICTS Content Test with min scoe pass required., Concurrent enroll. with SPED 461 required. Office of Field, Placement will register students for this course., Course fee: $300 edTPA test fee

SPED 480 - INQUIRY IN THE CLASSROOM
Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice.
Credits: 3
Course Notes: Student teaching or concurrent enroll., ICTS Basic skills test with min score pass required., Requires access to classroom for field-based research.
SPED 482 - EARLY CHILD SPEC ED METHODS
Skills necessary for working with young children with special needs. Laws, assessment, family focus, and inclusion of children with special needs in early childhood settings; the development and implementation of IFSPs and IEPs. Requires 20 hours of field experience.
Credits: 3
Course Notes: or advisor consent only., ICTS Basic skills test with min score pass required.

SPED 495 - INDEPENDENT STUDY
Credits: 1-3