

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

Course Notes: Open to COE majors only.

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

Course Notes: Open to COE majors only.

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 - IND. COACH & FIELD EXP 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: SPED 400 and SPED 401

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

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: 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

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: SPED 400 (may be taken concurrently) and SPED 401 (may be taken concurrently) and SPED 403 (may be taken concurrently)

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

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

SPED 445 - 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

SPED 446 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING

Perception deficits and their impact on the learning process. Autism, traumatic brain injury, and specific learning disabilities. Emphasis on inclusion and the adaptation and modification of curriculum; current research.

Credits: 4

SPED 448 - 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

Prerequisites: SPED 441 (may be taken concurrently) and SPED 443

SPED 450 - 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

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: 6

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: 6

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

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 495 - INDEPENDENT STUDY

Credits: 1-3