

# EDUC: SPECIAL EDUCATION (SPED)

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## **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 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 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

## **SPED 440 - 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

## **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**

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 transitioning. Focus on community-based learning and teaching of independent living and functional skills.

Credits: 4

## **SPED 443 - 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

**SPED 445 - 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

**SPED 446 - 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 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 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 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**

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: 6

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

**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., Content test with min score pass required., Requires access to classroom for field-based research.

**SPED 495 - INDEPENDENT STUDY**

Credits: 1-3