SPED 219 - EXCEPT CHILDREN & YOUTH
Credits: 3

SPED 300 - CURRICULUM, INSTRUCTION, & ASSESSMENT
Comprehensive course in the design of curriculum, instruction and assessment. Developmentally appropriate practices include 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)
Course Notes: Admission to NDTA Required

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
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)
Course Notes: Admission to NDTA Required

SPED 303 - 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 undertake 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)
Course Notes: Admission to NDTA Required

SPED 321 - 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. This is a 6 semester-hour course which meets on campus and in a local school.
Credits: 6
Prerequisites: SPED 261
Course Notes: An ICTS Basic Skills Test with min. score pass required and, and a min. grade of B- in EDUC 200 210, MATH 105 and, ELED or SPED 261 required. Min 25 hours in field experience.

SPED 328 - 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
Course Notes: Admission to NDTA Required

SPED 340 - 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
Prerequisites: SPED 301 and SPED 303
Course Notes: or instr. consent, ICTS Basic skills test with min score pass required.

SPED 341 - 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 301 and SPED 303
Course Notes: Admission to NDTA Required

SPED 342 - 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
Prerequisites: SPED 301 and SPED 303
Course Notes: Requires 10 clock hrs. field exper., ICTS Basic skills test with min score pass required.
SPED 343 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON BEHAVIOR
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. A foundation for all other course work in the graduate elementary education program. Open only to graduate students in elementary education.
Credits: 4
Prerequisites: SPED 301 and SPED 303
Course Notes: Requires 10 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 345 - 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
Prerequisites: SPED 301 and SPED 303
Course Notes: Requires 10 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 346 - CHARACTERISTICS AND METHODS OF TEACHING STUDENTS WITH DISABILITIES: FOCUS ON LEARNING
Credits: 4
Prerequisites: SPED 301 and SPED 303
Course Notes: Requires 10 clock hrs. field exper., ICTS Basic skills test with min score pass required.

SPED 348 - IND. COACH & FIELD EXP III
Credits: 1
Prerequisites: ACT Composite with min score of 19 or ACT Combined English/Writing with min score of 22 or SAT Writing with min score of 450
Course Notes: ICTS-TAP-P/F/I with a score of P.

SPED 350 - 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: 2,3
Prerequisites: SPED 301 and SPED 303
Course Notes: ICTS Basic skills test with min score pass required.

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
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., Concurrent enrollment with SPED 366 required. Office of Field Placement will register students for this course., Advisor Consent

SPED 366 - STUDENT TEACHING SEMINAR: SPECIAL EDUCATION
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: 8
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 340 and SPED 342 and SPED 343 and SPED 345 and SPED 346 and SPED 350 and SPED 321 and READ 320
Course Notes: All profess. courses completed., ICTS Content Test with min score pass required., concurrent enroll. with SPED 361 required. Office of Field, Placement will register students for this course., Course fee: $300 edTPA test fee, Advisor Consent

SPED 382 - EARLY CHILDHOOD SPECIAL EDUCATION 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
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)
Course Notes: ICTS Basic skills test with min score pass required.

SPED 395 - SPECIAL EDUCATION INDEPENDENT STUDY
Credits: 1-4
Course Notes: ICTS Basic skills test with min score pass required.