

# SPECIAL EDUCATION (SED)

## **SED-096: Autism-Characteristics & Overview (1 Credits)**

This workshop introduces the characteristics of the autism spectrum and provides strategies and instructional techniques to employ in teaching students along the autism spectrum.

## **SED-099: Learning Unlimited (1 Credits)**

This elective course provides the opportunity to work with adults with developmental delays. Training is provided prior to working with these adults. Assistance in the planning and implementation of the experiences is provided throughout the course.

## **SED-211: Introduction to the Characteristics of Students with Exceptionalities (3 Credits)**

This course introduces exceptionalities in early childhood through high school settings. The impact of the exceptionality on how individuals learn is discussed in relation to learning styles, teaching styles, and service delivery models. The field of Special Education is reviewed including an historical perspective, laws, legislation, identification, instructional strategies, and family issues. Field experience and sophomore or higher academic standing is required.

*Theme:* Defining the American Experience.

## **SED-225: Literacy, Language, and Communication Development for Children with Disabilities (3 Credits)**

Students in this course are introduced to the basic principles of the acquisition of language, and the impact of disabilities on such acquisition. Strategies for working with children with disabilities whose language and communication are impacted are presented. The use of technology to enhance communication is reviewed. Intercultural practices are considered, and aspects of second language acquisition are introduced. Field experience and sophomore or higher academic standing is required.

## **SED-232: Principles and Procedures for Behavior and Classroom Management (3 Credits)**

This course addresses the social/emotional and behavioral aspects of teaching and learning. Strategies for developing and managing classrooms, teaching positive behavior and responding to students' behavioral needs are explored. Positive Behavior Supports and Functional Behavioral Assessments are presented. Field experience and sophomore or higher academic standing; and Education, Education/Special Education or Early Childhood majors is required.

## **SED-304: Intensive Intervention: Curriculum Methods, and Assessments of Students (3 Credits)**

This course integrates special education theory with special education practice that takes place in an intensive resource setting or other appropriate service delivery model of childhood special education in grades Preschool - Kindergarten of an urban school district. Research based high-leverage practices (HLP) including explicit instruction and strategies for working with children with social/emotional and behavioral challenges are emphasized. Emergent literacy, reading, spelling, and writing interventions are presented. The field provides learning opportunities to study and implement individual family service plans (IFSPs) and individualized education plans (IEPs). Close supervision and feedback are given to teacher candidates as they practice the Special Education HPLs of explicit instruction and social/emotional/behavioral practices and culturally responsive teaching.

## **SED-305: Intensive Intervention: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities (3 Credits)**

This course integrates special education theory with special education practice that takes place in a substantially separate classroom grades 1-6. Research based high-leverage practices (HLPs) including explicit instruction and strategies for working with children social/emotional and behavioral challenges are emphasized. Reading, spelling, and writing interventions are presented. The field experience provides learning opportunities to study and implement individualized education plans. Close supervision and feedback are given to teacher candidates as they practice the Special Education HPLs of explicit instruction and social/emotional/behavioral practices and culturally responsive teaching. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

*Course Fee:* \$75.00

## **SED-309: Special Education in the Inclusive Classroom: Curriculum, Methodology and Assessment for Students with Mild/Moderate Disabilities I (3 Credits)**

This course integrates special education theory with special education practice that takes place in an inclusive classroom in an urban school district. Special education high leverage practices (HLP) with an emphasis on math interventions and technology are presented. The components of a legally accurate IEP are studied. The field experience provides focused learning opportunities in early childhood classrooms to manage transitions in small and whole group, engage in data collection using informal assessments to improve instructional decision making, and use technologies, culturally responsive teaching, play-based strategies, and UDL to deliver interventions.

## **SED-310: Special Education in the Inclusive Classroom: Curriculum, Methodology, and Assessment for Students with Mild/Moderate Disabilities II (3 Credits)**

This course integrates special education theory with special education practice that take place in inclusive settings in grades 1-6. Research based high-leverage practices (HLPs) including teaching metacognitive strategies and intensive instruction are emphasized. The field experience provides learning opportunities to manage transitions in small and whole group, engage in data collection using informal assessments, incorporating technology, culturally responsive teaching, and UDL. Math interventions are presented. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

*Course Fee:* \$75.00

## **SED-331: Assessment Procedures for Children with Disabilities (3 Credits)**

This course emphasizes principles and procedures of developmental and educational assessment of students in grades 1-6 (mild/moderate disabilities). The development, selection, administration, and interpretation of formal and informal assessment devices are reviewed in relation to legal and instructional decisions. Response to intervention is examined. Acceptance into the Education Department and successful completion of Praxis II #5001, Multiple Subjects Test is required.

**SED-350: Collaboration: Home, School and Community (3 Credits)**

This course focuses on effective communication skills built on mutual understanding and respect amongst school personnel, families, and community agency personnel. Cross-cultural communication is studied and partnering with families with children with mild/moderate disabilities is emphasized. Community resources are also explored, and opportunities are provided for engaging families at elementary schools, community events and parent organization meetings. Acceptance into the Education Department or Special Education minor is required (see Assessment Handbook).

**SED-370: Working with Young Children with Language and Literacy Challenges (3 Credits)**

This course explores the nature of the challenges young children may encounter in literacy. Assessment and research-based literacy instruction will be examined. Issues related to teaching in diverse classrooms will be a major focus. Acceptance into the Education Department or Special Education minor (see Assessment Handbook) is required.

**SED-380: Strategies for Young Children with Diverse Learning Needs (3 Credits)**

This course explores varied strategies for working in inclusive classrooms with young children with diverse learning needs. Modifications and accommodations will be examined. Interventions and progress monitoring routines (executive functions) will be explored. Autism spectrum disorders, as well as varied disabilities, will be studied. Acceptance into the Education Department or Special Education minor (see Assessment Handbook) is required.

**SED-397: American Sign Language I (3 Credits)**

This elective course provides students with an introduction to American Sign Language. Background information on hearing impairments is also presented.

*Theme:* Building Global Awareness.

**SED-398: American Sign Language II (3 Credits)**

**Pre-requisite(s):** SED-397 is required.

This elective course follows American Sign Language I. Students further develop their skills in American Sign Language.

*Theme:* Building Global Awareness.

**SED-399: Special Topics (3 Credits)**

This course offers in-depth study selected from areas of interest or need in the field of Special Education. Permission of department chair is required.

**SED-411: Student Teaching in Special Education (12 Credits)**

Student Teaching is a full-time assignment under the supervision of a cooperating teacher and a university supervisor. Opportunities are provided for substantial responsibility for the full range of special education services. During this time the experience component continues to be balanced by periods of analysis and evaluation of the teaching-learning process in a weekly seminar, as well as individualized conferences with the clinical educator and university clinical educator. Teacher education candidates will provide evidence of impact on student learning through a data driven instruction project. Also, candidates will develop a student driven service-learning project. Both this course and Special Education Student Teaching (SED-432) serves as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, students will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Acceptance into the Education Department and successful completion of all Rhode Island Department of Education certification testing requirements is required.

*Course Fee:* \$550.00

**SED-432: Student Teaching Seminar in Special Education (1 Credits)**

**Co-requisite(s):** SED-411 is required.

This workshop is taken concurrently with special education student teaching. It will provide materials and mentoring to supplement the student teaching experience. It will also help teacher education candidates prepare the portfolio necessary to be recommended to the State of Rhode Island for initial licensure. Weekly discussions will focus on current topics and needs in the special education setting. Feedback for growth in providing instruction for student learning will be a strand throughout the seminar. Student Teaching (SED-411) serve as the capstone experience for all education majors. Through writings, discussion, and a formal Impact Study on their students' learning, candidates will reflect on the impact of the Salve Regina Mission Statement on their work as educators. As part of the curriculum, candidates will complete work that addresses the student learning outcomes articulated for the third Core Goal: Refine the Liberal Arts Skills of Inquiry, Analysis and Communication. Senior standing in the Special Education program is required (see Assessment Handbook).

**SED-499: Independent Study (3 Credits)**

This course is intended to permit individual teacher candidates to examine in depth a subject area related to Special Education that is not offered in the regular curriculum. Permission of department chair is required.