

# Special Education (SPED) Courses

## **SPED5110 Inclusive Teaching of Exceptional Learners**

This course examines the theoretical perspectives, general procedures, federal law and Rhode Island regulations of educating students with exceptionalities in today's schools. Special attention is given to the inclusion of students with exceptionalities in the regular classroom to ensure access to high quality teaching and learning. Parent involvement and advocacy are examined. Participants gain experience and understanding that inclusive practices are intricate and collaborative work through their lab experience and course content. Participants gain knowledge of the characteristics and needs of all students, including gifted and talented students and those from diverse backgrounds.

Offered at Providence

3 Semester Credits

## **SPED5120 Assessment and Evaluation of Exceptional Learners**

Teacher candidates learn the steps in the special education referral and evaluation process as delineated by federal and state regulations. Students use methods and tools of structured observations, determine appropriate assessments, present and discuss test results as part of an evaluation team, and collaboratively develop an Individualized Education Plan (IEP) for students with disabilities, including vocational opportunities for secondary students. Participants learn the role of the special educator as advocate throughout these processes and the necessity of maintaining confidentiality. Use of informal strategies (i.e., running records, IRI, analysis of writing and work samples) is emphasized as part of a comprehensive, problem-solving and decision-making evaluation system that systematically monitors student progress. Students employ technology and formal and informal assessment measures to determine eligibility and to develop the IEP.

Prerequisite(s): SPED5110.

Offered at Providence

3 Semester Credits

## **SPED5150 Curriculum and Methods for Exceptional Learners**

Students in this course learn to develop and implement Individual Education Plans (IEPs) for K–12 students. Teacher candidates use data and team participation to develop a legally compliant, effective IEP to ensure each student is provided a Free Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE). Teacher candidates develop the tools necessary to provide services to implement the IEP in a variety of settings. They learn to adapt curriculum, materials, instruction and environments to meet the individual needs of each of their students. They also learn methods to collect data to monitor student progress toward IEP goals and to report that data to parents.

Prerequisite(s): SPED5120.

Offered at Providence

3 Semester Credits

## **SPED5310 Partnerships: Home, School, Community**

This course prepares participants to effectively collaborate with families, educators, related service providers, and personnel from community agencies in culturally responsive ways, particularly as it relates to the IEP process. Participants are taught to focus on the role of the family as addressed by federal and state laws and to work through the special education process of referrals, evaluations, Individual Education Plans (IEPs), and transitions of individuals with exceptional learning needs. Participants explore and develop transition plans for students with exceptionalities and they learn the role of the special educator as student advocate and facilitator of collaboration. An important focus of the course is to identify effective strategies to enhance communication and collaboration among families, school staff and community resources.

Prerequisite(s): SPED5120.

Offered at Providence

3 Semester Credits

## **SPED6110 Understanding and Managing Behavior in a Diverse Classroom**

This course examines the fundamentals of classroom management and student behavior that are critical to successful learning environments, social interactions and student achievement. The course presents research and effective strategies for developing and maintaining appropriate standards of behavior, classroom organization, management, and optimal use of learning time. Additionally, it addresses the social, emotional and behavioral aspects of working with exceptional learners. A range of social, emotional, behavioral and psycho-educational theories and interventions are examined and discussed.

Prerequisite(s): SPED5120.

Offered at Providence

3 Semester Credits

## **SPED6400 Specialized Instruction**

This course explores research-based and data-driven instructional methodologies and approaches to address the unique needs of exceptional learners. Providing an appropriate education to children with exceptional needs is a responsibility addressed and defined in the 2017 Andrew F. Supreme Court decision. Participants learn how to connect student assessment data, IEP goals and objectives, high-leverage instructional practices and ongoing progress monitoring to ensure meaningful progress toward achieving grade-level standards in an inclusive (or otherwise least restrictive) setting. Special attention is given to instruction in reading, writing and mathematics. Participants review case studies to determine, plan, implement and monitor the effectiveness of specialized instruction in the practicum setting under the supervision of certified professional staff. A comprehensive review of available online and other professional resources to guide instructional decisions is also explored.

Prerequisite(s): SPED5150.

Offered at Providence

3 Semester Credits

## **SPED6915 Student Teaching Part 1: Elementary Special Education**

Students in this course spend 30 school days in a special education teaching situation at a public elementary (grades 1–6) or middle school (grades 4–6) site. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the certified school site clinical special educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards, Council for Exceptional Children (CEC) Standards, and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): SPED5150.

Offered at Providence

3 Semester Credits

## **SPED6925 Student Teaching Part 2: Elementary Special Education**

Students in this course continue the Student Teaching Part 1: Elementary Special Education placement in a supervised teaching situation at a public elementary (grades 1–6) or middle school (grades 4–6) site for an additional 30 school days. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site certified clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards, Council for Exceptional Children (CEC) Standards, and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): SPED6915.

Offered at Providence

3 Semester Credits

**SPED6935 Student Teaching Part 1: Secondary Special Education**

Students in this course spend 30 school days in a supervised teaching situation at a public secondary school site. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site clinical special educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards, Council for Exceptional Children (CEC) Standards, and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): SPED5150.

Offered at Providence

3 Semester Credits

**SPED6945 Student Teaching Part 2: Secondary Special Education**

Students in this course continue the Student Teaching Part 1: Secondary Special Education placement in a supervised teaching situation at a public secondary school site for an additional 30 school days. During student teaching, students plan and implement lessons and perform other related tasks under the supervision of the school site certified clinical educator, university supervisor and professional M.A.T. program staff. Through their work at the school site, students demonstrate their understanding of the Rhode Island Professional Teaching Standards, Council for Exceptional Children (CEC) Standards and applicable content standards, as well as any other professional standards or guidelines in force in the field. Periodic evaluations and specific feedback guide the learning. From time-to-time, students participate in ad hoc seminars related to their student teaching experience. Note: In order to fully meet program requirements, students must complete both Part 1 and Part 2 of this placement.

Prerequisite(s): SPED6935.

Offered at Providence

3 Semester Credits