



The Dominican University Master of Science in Special Education Alternative Licensure Program includes 14 courses taken over approximately two years. Each course is three credit hours with the exception of the Introduction to Teaching and Early Field Experience, Residency in Special Education and Seminar in Special Education courses.

Summer 1	Course Description
EDUA 689 Introduction to Teaching and Early Field Experience/2 credit hours	In this course, candidates will study a Teaching as Leadership Framework that introduces them to the principles and specific actions that successful teachers take to lead their students to success. Candidates will study the fundamentals of teaching and practice teaching techniques and strategies to prepare them for all of the elements of classroom instruction. Candidates will gain knowledge and skills in lesson planning, classroom management and approaches to classroom assessment and the use of data to drive instruction so as to positively impact student learning. They will explore how to teach literacy skills to students at all performance levels and across grades levels and content areas. Candidates will develop skill in use of instructional strategies to meet the learning needs of English Language Learners and students with disabilities. They will develop mindsets and skills needed to build relationships and work effectively with the diverse students, families, educators and others in the communities where they teach. Candidates will apply their learning to daily work in a school setting.
SPEA 521 Exceptional Children: Characteristics and Methods for Supporting Learning in the General Education Classroom /3 credit hours	Candidates study students with exceptionalities, with specific focus on students with disabilities identified in IDEA. Identification and characteristics of these disabilities as well as their impact on learning, behavior, and communication will be examined. Methods for providing access to the general education curriculum including evidence based practices for exceptional children, universal design for learning, and accommodations will also be studied.
Fall 1	
SPEA 691 Assessment and Individualized Planning in SPED/3 credit hours	This course focuses on diagnostic assessment processes, individualized instructional planning and ongoing assessment as a necessary component to this planning. Candidates will become familiar with diagnostic assessment process and develop skills in using diagnostic case study data for planning and

	<p>instruction. The course specifically addresses development of Individual Education Plans (IEPs) and Transition Plans for students with various disabilities across the age span of K-12. Using case studies, candidates will write IEPs and prepare transition plans for students in special education with particular attention given to development of statements of present levels of performance, annual goals, short term objectives/benchmarks, progress monitoring and reporting of progress, the least restrictive environment, and access to general education and documentation of adaptations and modifications of instruction and assessment in general education settings. As part of this course, candidates will examine formative assessment as well, including curriculum-based measurement, work sample/error analysis, classroom assessments and pre-and post- assessments for instruction.</p>
<p>EDUA 533 Reading Writing Instruction and Improvement/3 credit hours</p>	<p>In this course, candidates focus on the improvement and facilitation of reading and writing instruction at the P-12 levels. Using a balanced perspective, candidates discuss theoretical models and philosophies of reading and writing instruction and their applicability in the classroom setting. Candidates explore implementation of the Common Core State Standards, and IPTS standards, using a variety of assessment and feedback practices, diverse instructional strategies (before, during, after reading both fiction and non-fiction), multicultural literacy materials, software and technology integration, and extensive reading and writing in the content areas.</p>
<p>SPEA 699 Seminar in Special Education/1 credit hour</p>	<p>Candidates engaged in a two-year Residency in Special Education meet for a monthly seminar meeting. During these meetings, candidates discuss their clinical experience, examine classroom challenges, and discuss their roles and responsibilities as professionals in the field of special education. Seminar sessions conducted in the first year of residency will focus on supporting candidates in the completion of the edTPA. Seminar session conducted during the second year of residency will focus on supporting candidates in their placements and helping candidates to develop a professional development plan. Throughout the four semesters of the seminar candidates will engage in reflective practice, focusing on topics such as planning, instruction, assessment, co-teaching, and collaboration in the</p>

	school, community, and with families.
SPEA 706 Residency in Special Education/4 credit hours	In this course, candidates will be involved in a full-time guided experience, teaching in a classroom with students with disabilities. This course offers candidates the opportunity to apply in diverse settings, the knowledge and skills gained through the program's coursework. Candidates will provide direct instruction to students individually, in small groups, as a whole class in inclusive and special education classrooms. Candidates will be encouraged to use diagnostic prescriptive teaching and multi-sensory instruction based upon specific needs of students across skill domains (academic, social, physical, behavioral, functional). During the Residency in Special Education candidates will demonstrate the ability to interpret information from formal and informal assessment procedures, develop assessment strategies for instruction and create varied opportunities for all students to participate using effective written, verbal, nonverbal, and visual communication.
Spring 1	
SPEA 659 Managing Challenging Behavior/3 credit hours	In this course, candidates study the use of appropriate non-aversive, least intrusive management procedures when presented with a variety of behavioral problems including challenging behaviors. Candidates learn strategies for individual behavior management, crisis prevention, conflict resolution and the effective use of reinforcement. Additionally, strategies and techniques to arrange and modify the learning environment to facilitate learning according to students' emotional, social, and behavioral needs are also considered. As part of this course, candidates study and complete functional assessments of behavior and develop behavior intervention plans based on student case studies.
SPEA 692 Reading and Learning Strategy Instruction in Middle and High School Content Areas /3 credit hours	The purpose of this course is to prepare candidates to use a variety of instructional strategies and to create learning experiences that encourage student development across many skill domains. The content of this course will focus on academic methods in the basic areas for middle-secondary level students with particular emphasis on content area instruction, learning strategies, study skills, and vocational instruction. As an essential first step, the course addresses assessment of student skills and achievement, instructional needs, and evaluation of teaching methods and materials. Candidates gain knowledge of a variety of teaching methods that enable a teacher to choose and

	implement instructional sequences and methods that allow for errorless learning, development of conceptual understanding, and the maintenance and generalization of skills across learning environments. Candidates write lesson plans appropriate to student needs, IEP goals and the Illinois Learning and Common Core Standards.
SPEA 699 Seminar in Special Education/1 credit hour	See above
SPEA 706 Residency in Special Education/4 credit hours	See above
Summer 2	
SPEA 690 Evidence Based Instruction for Students with Disabilities/3 credit hours	This course is designed to provide pedagogical knowledge that will prepare candidates to use a variety of instructional evidence based methods and strategies to enable them to create learning meaningful learning for each student that encourages student development across many skill domains. The content of this course will focus on evidence based academic methods appropriate for intervention and instruction across multiple subject areas including reading, math, and writing. Candidates will study the process of examining the learning environment and classroom demands combined with the learning characteristics of the student for the purpose of selection of appropriate strategies and materials. Candidates will investigate techniques for modifying instructional methods, curricular materials and the environment as well as modification of state and local assessments. Candidates will demonstrate the ability to plan multi-sensory units and lessons for students based on knowledge of the discipline, students, and curricular goals.
Fall 2	
EDUA 566 Teaching Mathematics for Elementary and Middle Level Teachers/3 credit hours	In this course teacher candidates examine and evaluate issues in the field of mathematics education, including the Common Core State Standards, curriculum patterns, learning resources, instructional materials, techniques for integrating mathematics across the curriculum, and reading and writing for mathematics. Candidates study and demonstrate strategies and techniques for teaching diverse learners. They examine differentiated approaches to accommodate learning needs. Candidates prepare lesson plans, level-appropriate mathematics units, and assessment strategies. They gain experience integrating technology into mathematics instruction.

SPEA 664 Curriculum and Methods for Students with Moderate to Severe Disabilities/3 credit hours	In this course candidates will study instructional techniques and specialized methods that may be aspects of instruction of students with moderate to severe disabilities. This includes coverage of the functional curriculum across a variety of domains including: self care, life skills, recreation/leisure, domestic, community and career/vocational. Specialized interventions and methodology for individuals (preschool through high school) with a focus on physical (including positioning/support), communication (including Augmentive communication), and other techniques and methods that support student learning and development of key functional skills will also be addressed. Candidates will examine assessment and adjustment of learning environments planning and development of instructional programs directed toward objectives established for a variety of key skills, provision of opportunities for student choice and development of positive self-concepts. This course will also include consideration of the importance of use of appropriate materials emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.
SPEA 699 Seminar in Special Education/1 credit hour	See above
SPEA 706 Residency in Special Education/4 credit hours	See above
Spring 2	
EDUA 520 Educational Psychology/3 credit hours	This course focuses on the concepts and principles of human development, motivation, and learning theories. Candidates explore effective instructional strategies and current challenges facing teachers in the ever-changing and increasingly diverse classrooms in today's schools. Candidates examine current research and educational literary resources to support teaching. They learn to apply this foundational knowledge in instructional situations in elementary; middle, and secondary school settings to meet individual student needs.
SPEA 699 Seminar in Special Education/1 credit hour	See above
SPEA 706 Residency in Special Education/4 credit hours	See above
EDUA 657 Foundations of Language Minority Education/3 credit hours	This course provides an introduction to the historical, philosophical, political, social, and scientific issues that have contributed to the development of public policy regarding educational services for English Language Learners. The candidate will begin by examining the neurolinguistic and psycholinguistic models for

	<p>language acquisition, how language functions in the brain, and how the bilingual brain activates languages. Then a comprehensive focus will be placed on the different types of language education programs in the United States as well as the best research-based practices for English Language Learners in our schools. Historical trends, political policies and legal issues related to language education in the United States as well as foreign countries will also be discussed.</p>
Summer 3 (ends prior to end of the K-12 school year)	
ECEA 503 Child Family and Community Relationships/3 credit hours	<p>The purpose of this course is to assist candidates in developing the necessary skills to work cooperatively with families and community members. This starts with the understanding that all young children are fully functioning members of a diverse and multicultural school, family and community. In this course, candidates will gain insight into family perspectives and experiences by examining the social, economic, legislative and technological impacts on children and families, including families with special needs children. They will evaluate existing support services and service delivery models in the school and community with respect to diversity, exceptionality and family health and well-being with a particular emphasis on strategies to promote and assure effective communication, collaboration and consultation between home, school and community.</p>

Note: sequence of courses may be subject to change