

ENDICOTT COLLEGE

M ED Special Needs (Severe)-ALL Levels–Initial License Course Descriptions

Each course earns 3 graduate credits.

ECE 500 Child Development

This course studies the development of the child from infancy through adolescence, examining major cognitive, physiological, emotional, and social changes that occur during this period. It articulates how factors within the child, family, and broader society shape the process of development. Through classroom and field experiences students will acquire knowledge of developmental changes in children and adolescents, analyze developmental theories, examine developmental processes, interpret developmental research, and apply this knowledge to their work with children.

ED 511 Assistive Classroom Technology for Students with Disabilities

This course is designed to explore a range of issues related to curricular access and learning experienced by students with severe learning and other handicapping conditions. Students will explore a wide range of technology applications for children with disabilities and consider individual needs based on the type of disabling condition, such as physical, cognitive, sensory, or multiple complex needs as demonstrated by children with pervasive developmental needs. Explorations of assistive technologies focus on applications for enhanced instructional practices that maximize student learning outcomes. Provisions for meeting pre-practicum requirements are included.

ED 542 Sheltered English Immersion

This course identifies the key factors affecting second language acquisition students, the relationship of cultural differences and teaching/learning experiences in the classroom, instructional strategies and tasks in sheltered content instruction, and reading and writing in sheltered content classrooms. This course is required for all Initial License students and approved by the DESE.

SPN 500 Special Education Service Delivery and Inclusion

This course will explore the theories and models of special education services. It will provide teachers with an overview of the laws governing special education services and provide a better understanding of service delivery, including inclusion practices, resource rooms, collaboration, and substantially separate facilities. Students will explore the merits of various referral methods. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 526 Nature and Needs of Students with Severe Disabilities

Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of moderate disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in early childhood, elementary, and secondary education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks. Provisions for meeting the pre-practicum requirements are included.

SPN 501 Methods and Materials for Curriculum Development of Special Needs Program

The process of designing and implementing instruction for children with mild to moderate learning needs will be developed. Students will learn to identify appropriate instructional strategies, behavioral objectives, and learning tools, including technology. They will also learn to evaluate the effectiveness of instruction. Provisions for meeting the pre-practicum requirements are included. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 504 Assessment & Educational Planning

This is a process-oriented, hands-on course designed to teach informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. An ecological and a phenomenological perspective to assessment will provide the framework for this course. Observation, interview, curriculum-based measures, and authentic approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 508 Functional Curriculum and Educational Planning: Severe Disabilities

This course reviews curriculum content areas for students with intensive special needs, techniques to develop skills in functional domains, and also covers intervention in the motor, emotional, applied academics, and transition areas. Included is a focus on the process of development and content of Individual Educational Plans (IEPs) and Individualized Transition Plans (ITPs). Educational theories of active learning and strategies for supporting learners of all ages (3-22) in integrated settings are addressed. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 568 Mathematics and Science for Severely Disabled Learners

This course investigates the content and processes related to teaching mathematics, science and technology to a diversity of learners. Participants will study the relevant Massachusetts frameworks and specifically explore ways of designing and modifying curriculum and instruction. Activities, content, and materials of this course are related to the current and relevant Massachusetts Curriculum Frameworks.

SPN 565 English, Language Arts, and Social Science for Severely Disabled Learners

This course investigates the content and processes related to teaching English, language arts, and social sciences to a diversity of learners. Participants will study the relevant Massachusetts Curriculum Frameworks and specifically explore ways of designing and modifying curriculum and instruction.

EXM 699 Comprehensive Examination

The purpose of the comprehensive exam is to demonstrate knowledge of the substantive issues, key research questions, theory, empirical evidence, and implications related to a specific area.

SPN 516 Reflective Seminar: Teacher of Students with Severe Disabilities

This seminar, which consists of weekly sessions, is taken concurrently with SPN 510 Practicum Experience: Teacher of Special Needs (severe). The seminar discussions build students' reflective capacities as they integrate knowledge of students, assessment, and curriculum into effective pedagogies. It provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to students' needs and their work in the field.

SPN 519 Practicum Experience: Teacher of Students with Severe Disabilities

A 300-hour practicum experience in an inclusive general education setting or 75 hours in an inclusive general education setting and 225 hours in a separate or substantially separate setting for students with severe disabilities for the appropriate grade level that allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and the College supervisor. Students are expected to demonstrate competencies for Professional Standards for Teachers. At least three regularly scheduled meetings are required with the practicum supervisor appointed by Endicott in addition to classroom observations by the cooperating teacher.