

# SPED: SPECIAL EDUCATION

## **SPED 6005 Introduction to History of Special Education Law (3 Credits)**

This course will provide a comprehensive overview of the history of education law and the history of education of students with disabilities, advocacy, and disability laws from the mid-20th century. Students will be introduced to the role and responsibilities of the special education teacher in their legal obligation to the exceptional student, parents, and school. Particular emphasis will be placed on federal and New York State Education Department Law- Part 200 mandates and current special education laws and core issues that developed from the disability movement: Individuals with Disabilities Education Act – IDEA (PL 94-142), No Child Left Behind Act (NCLB), Individualized Education Programs (IEP), Parental Rights and Procedural Safeguards, Due Process, introduction to initiatives such as PBIS, FBA and RTI, and future litigation as it comes into effect. Students must complete at least 10 hours NT/ 5 hours CT in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. This course was previously EDU-663100.

## **SPED 6025 Teaching & Learning Across the Contents: Methods I (3 Credits)**

This methods course examines the complex relationship between teaching and learning across the contents of Social Studies, Math, Science and English Language Arts to prepare the teacher candidate for the general education classroom, 7-12. Teacher candidates will examine the relationships between various teaching strategies and diverse students' learning styles and needs; individualize instruction; explore the relationships between teacher candidates' assumptions, beliefs and attitudes and their own teaching styles; and reflect on their own experiences as learners to gain insight into these issues. The study of teaching methods and micro-teaching sessions will relate to the four content areas. All teacher candidates will study issues related to adolescent development; be familiar and develop lessons based on the Common Core Standards, theories and research related to teaching and learning; content specific teaching methods and materials, and instructional objectives; advantages and disadvantages of various teaching methodologies; techniques of teacher candidates self-assessment; uses of technology to enhance learning as an interactive medium and as a teaching tool, and the cognitive and social aspects of technology mediated learning. Students must complete at least 10 hours NT/ 5 hours CT of classroom observations (appropriate to the content areas) with a certified teacher. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Teacher candidates will teach two peer instructed microteaching lessons. Pre-Requisite: EDUC-6010 This course was previously EDU-663106.

## **SPED 6040 Children with Disabilities: Severe & Profound (K-12) (3 Credits)**

This course prepares the pre-service and in-service special education teacher candidates to teach children with severe and profound disabilities in a variety of classroom settings. This course is comprised of an overview of developmental disabilities, etiology, characteristics, genetic disorders, and frequency of developmental disabilities, diagnostic, instructional services and behavior interventions, and findings of current research. Students must complete at least 10 hours NT/ 5 hours CT in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Prerequisites (must completed before registering): SPED-6005, EDUC-6015.

## **SPED 6045 Behavioral Management & Intervention (3 Credits)**

This course is designed to help pre-service and in-service teachers identify, record, evaluate, and intervene with students who are displaying behavioral difficulties in the classroom. The course teaches universal and targeted behavior management assessments, techniques, and interventions for special educators within school-wide, classroom, and individual settings. This course focuses on both low and high-incidence emotional and behavioral problems encountered in general and special education environments. Specific emphasis will be on understanding the characteristics and interventions that work with the most challenging students, and assessment and intervention techniques for students with intensive behavioral needs will be emphasized. Intervention techniques will include functional behavior assessment, positive behavior support, crisis management, and applied behavior analysis. Students will learn how to develop classroom and individual behavior management plans. Students must complete at least 10 hours NT/ 5 hours CT in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Prerequisites (must completed before registering): SPED-6005, EDUC-6015 This course was previously EDU-663105.

## **SPED 6050 Teaching Exceptional Adolescents in Inclusive Settings: Methods II (3 Credits)**

This course prepares secondary pre-service and in-service teachers to provide modifications for exceptional students in English Language Arts, Math, Science, and Social Studies. The focus of this course is on planning instruction and assessments to meet the needs of all students with an emphasis on the role of literacy instruction in learning content. During the course, students will examine the particular learning needs of students with learning and, emotional disabilities, and giftedness. Students will also explore practical aspects of collaborating with general education content teachers in inclusive settings. Specifically, students will receive instruction and practice in modifying lesson plans of general education content teachers so that they meet the learning needs students with specific exceptionalities. The course will also review various assistive technologies available to students with physical and intellectual disabilities. Teachers will then be prepared to use various instructional models to address the needs of students with these exceptionalities. Among the instructional models to be examined are backwards planning, differentiated instruction, culturally responsive teaching, brain based and cooperative learning, and the Universal Design for Learning. This course will also feature specific responsibilities of teachers and schools regarding student learning and safety. Specifically included are means for identifying and reporting suspected child abuse and maltreatment, means for instructing students for the purpose of preventing child abduction; preventing alcohol, tobacco, and other drug abuse; providing safety education; and instruction in fire and arson prevention. Students must complete at least 10 hours NT/ 5 hours CT in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Prerequisite (must completed before registering): SPED-6025 This course was previously EDU-663107.

**SPED 6060 Psychoeducational Assessment Practices & IEP Development and Implementation (3 Credits)**

This course focuses on special education processes, including screening, assessment, Individualized Education Program (IEP) development/monitoring, and evaluation. Referral and assessment for special education eligibility, norm-referenced and teacher-developed assessments, legal and procedural issues in IEP development, and strategies for assessing students from culturally and linguistically diverse backgrounds will be included. The course will include discussion and practice of the components of effective assessment, including examination of evaluation procedures, from pre-referral intervention, eligibility/placement decision making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). Focus will include academic, affective, behavioral, work-study skill, adaptive functioning, and environmental measures. Students will also learn how to interpret and evaluate the psychometric properties of psychoeducational assessments as part of choosing valid and reliable assessment tools. Additional course topics will address emerging evaluation trends, test modifications/accommodations, parent involvement in the IEP process, and progress monitoring and reporting. Students must complete at least 10 hours NT/ 5 hours CT in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Prerequisites (must completed before registering): SPED-6005, EDUC-6015.

**SPED 6070 Successful Transitioning Through Partnership and Collaboration (3 Credits)**

This course prepares pre- and in-service special education teachers to assist exceptional students with postsecondary planning. It is critical that students with exceptionalities receive explicit support from various educators, in addition to school counselors and psychologists, in making various essential life choices as they move from late adolescence to dealing with the challenges of adult life. Therefore, this course is designed to provide the pre-service special education teacher with various methods in developing partnerships on behalf of the exceptional student. To this end, the course will address how to assess the severity of a student's disability, understand the various needs for support at a postsecondary institution, discuss programmatic differences at colleges and universities, comply with testing accommodations for required examinations enlist community agencies, counsel for the transition to independent living, explain the implications of changes to classification status, and work through complex application procedures. In an effort to foster and develop a culturally competent framework, participants will learn through a variety of readings, activities, reflections, and online discussions concerning how to foster positive relationships between the school and the family, the special education student and the school, and explore critical perspectives on the school and community relationship. Particular attention will be given to developing collaborative and co-teaching skills and experiences in the inclusive classroom. Students must complete at least 10 hours NT/ 5 hours CT in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Pre-Requisite: SPED-6005.

**SPED 6075 Foundations of Educational Action Research (3 Credits)**

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. Topics will include the research process from problem formulation, literature review, research design, and statistical analysis to report writing and dissemination. Both qualitative and quantitative research methods of data collection will be reviewed, and students will be introduced to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. Students will conduct a small action research project over the course of the semester. This process will involve the identification of a specific issue in the student's work setting, researching the literature regarding the issue, designing a proposal to solve the issue, implementing the solution (after the proposal has been approved by the SUNY Empire State College Institutional Review Board), and reporting the results. Students must complete at least 10 hours NT/ 5 hours CT in the classroom working with a certified teacher to explore the relevance of the topics they are studying to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. Pre-Requisite: EDUC-6015 This course was previously EDU-663108.

**SPED 6998 Individualized Studies in Special Education (SPED) (1-8 Credits)**

Students have the opportunity to develop individualized studies with their mentor/advisor in Special Education (SPED). Please contact your mentor/advisor for more details.

**SPED 7005 Special Education Masters Capstone Final Project (3 Credits)**

The Special Education Masters Capstone Final Project course guides students through the process of disseminating their action research proposals developed in the Foundations of Educational Action Research course. Gaining experience in action research dissemination prepares students for communication with other special education professionals at the state and national level. Guided by the instructor, students will refine their action research proposal and do the following: a). format their action research proposals into a journal manuscript as a course assignment; b). submit a conference presentation proposal as a course assignment; and c). design a PowerPoint and present their action research proposals to their peers and/or other faculty in an online class conference format. Further, students will write a reflective Special Education Teacher Identity and Philosophy that is a culmination of their observation experiences, research, theoretical framework and growth. Pre-Requisite: SPED-6075.

**SPED 7010 Special Education Residency I: New Teachers (3 Credits)**

The Special Education Residency I is a clinically rich course that places the Resident into the classroom under the direct supervision of a Special Education critic teacher throughout the term. This blended course provides special education teacher interns with mentoring and support throughout their first term in the classroom. Mentoring is primarily situated in the classroom, supplemented with online discussions and face-to-face group meetings. Pre-Requisite: SPED-6050.

**SPED 7015 Special Education Residency II: New Teachers (3 Credits)**

The Special Education Residency II is the second course in the clinically rich program that places the Resident into the classroom under the direct supervision of a Special Education critic teacher throughout the term. This blended course provides Residents with mentoring and support throughout their second term in the classroom. Mentoring is primarily situated in the classroom, supplemented with online discussions and face-to-face group meetings. Eight weeks of this term will be devoted to a Student Teaching experience with the Special Education critic teacher. Pre-Requisite: SPED-7010

**SPED 7020 Special Education Residency Seminar: Certified Teachers (3 Credits)**

The Special Education Residency Seminar is a clinically rich course that places the certified teacher resident into classrooms of a variety of content areas under the direct supervision of a special education critic teacher throughout the term. This blended course provides special education teacher residents with mentoring and support throughout the term. Mentoring is primarily situated in the resident's classroom, supplemented with online discussions and face-to-face group meetings. Prerequisites (must complete before registering): Exceptionalities: Individualizing Learning (EDUC 6015), Introduction to History of Special Education Law (SPED 6005), Teaching & Learning Across the Contents: Methods I (SPED 6025), Psychoeducational Assessment Practices & IEP Development and Implementation (SPED 6060), Children with Disabilities: Severe & Profound (K-12) (SPED 6040), Behavioral Management & Intervention (SPED 6045), Teaching Exceptional Adolescents in Inclusive Settings: Methods II (SPED 6050), Special Education Masters Capstone Final Project (SPED 7005), Successful Transitioning Through Partnership and Collaboration (SPED 6070), Special Education Residency I: New Teachers (SPED 7010), Foundations of Educational Action Research (SPED 6075) Notes: Twenty days during the Special Education Residency Seminar will be a student teaching experience with the special education critic teacher. Successful completion of SERS, and other relevant requirements, will lead to NYSED Initial certification in Student with Disabilities Generalist, 7-12. This course was previously EDU-664104.

**SPED 7063 Special Education Residency Seminar 1A (1 Credits)**

The Special Education Residency Seminar 1A is the first clinical course in a series of four clinical courses in Special Education MAT program at SUNY Empire State College. It places the teacher candidates into special education or general education classroom under the direct supervision of a certified Special Education critic teacher throughout the term. This online course provides special education Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident's classroom, supplemented with online discussions. The Special Education Residency Seminar 1A is designed to develop the residents' teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities. Residents will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the school year begins. Residents will utilize co-teaching strategies, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the semester unfolds. They will participate in online discussions and synchronous webinars associated with each course module. The residency seminar involves collaboration among students, critic teachers and Empire State College faculty. This one-credit course will involve 2 on-site classroom observations by a Special Education field supervisor. Students are required to complete a pre-and post-observation reflection for each observation. They will also provide a lesson plan to the observing supervisor based on the program benchmarks for that observation.

**SPED 7065 Special Education Residency Seminar 1B (2 Credits)**

The Special Education Residency Seminar 1B is the second clinical course in a series of four clinical courses in Special Education MAT program at SUNY Empire State College. It places the teacher candidates into special education or general education classroom under the direct supervision of a certified Special Education critic teacher throughout the term. This online course provides special education Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident's classroom, supplemented with online discussions. The Special Education Residency Seminar 1B is designed to develop the residents' teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities. Residents will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the school year begins. Residents will utilize co-teaching strategies, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the semester unfolds. They will participate in online discussions and synchronous webinars associated with each course module. The residency seminar involves collaboration among students, critic teachers and Empire State College faculty. This two-credit course will involve 3 on-site classroom observations. Two of these observations will be conducted by the field supervisors and one will be conducted by the critic teacher. Students are required to complete a pre-and post-observation reflection for each observation. They will also provide a lesson plan to the observing supervisor based on the program benchmarks for that observation.

**SPED 7067 Special Education Residency Seminar 2A (2 Credits)**

The Special Education Residency Seminar 2A is the third clinical course in a series of four clinical courses in the MAT Special Education program at SUNY Empire State College. It places the teacher candidates into special education or general education classroom under the direct supervision of a certified Special Education critic teacher throughout the term. This online course provides special education Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident's classroom, supplemented with online discussions. The Special Education Residency Seminar 2A is designed to develop the residents' teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities. Residents will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the school year begins. Residents will utilize co-teaching strategies, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the semester unfolds. They will participate in online discussions and synchronous webinars associated with each course module. The residency seminar involves collaboration among students, critic teachers and Empire State College faculty. This two-credit course will involve 4 on-site classroom observations. Two of these observations will be conducted by the field supervisors, one will be a video observation by a content area faculty in special education and one will be conducted by the critic teacher. Students are required to complete a pre-and post-observation reflection for each observation. They will also provide a lesson plan to the observing supervisor based on the program benchmarks for that observation.

**SPED 7069 Special Education Residency Seminar 2B (1 Credits)**

The Special Education Residency Seminar 2B is the last clinical course in a series of four clinical courses in the MAT Special Education program at SUNY Empire State College. It places the teacher candidates into special education or general education classroom under the direct supervision of a certified Special Education critic teacher throughout the term. This online course provides special education Residents with mentoring and support throughout the term. Mentoring is primarily situated in the Resident's classroom, supplemented with online discussions. The Special Education Residency Seminar 2B is designed to develop the residents' teaching repertoire and ability to analyze and modify teaching strategies in relation to the resident's classroom responsibilities. Residents will follow requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are residing. Using a gradual release of responsibility model, residents will begin working with a school-based critic teacher before the school year begins. Residents will utilize co-teaching strategies, gradually assuming a more active role in classroom planning, evaluation, and lead instruction as the semester unfolds. They will participate in online discussions and synchronous webinars associated with each course module. The residency seminar involves collaboration among students, critic teachers and Empire State College faculty. This one-credit course will involve 4 on-site classroom observations. Two of these observations will be conducted by the field supervisors, one will be a video observation by a content area faculty in special education and one observation will be conducted by the critic teacher. Students are required to complete a pre-and post-observation reflection for each observation. They will also provide a lesson plan to the observing supervisor based on the program benchmarks for that observation.

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