

SPED: SPECIAL EDUCATION (GRADUATE)

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 (non-certified teacher candidates) or 5 hours (certified teachers) in a classroom observing/assisting a certified special education teacher to explore the relevance of the topics to a classroom setting. Observation assignments will integrate theoretical and research-based concepts with classroom practice. This course was previously EDU-663100.

SPED 6010 Child Development (3 Credits)

This course will focus on physical, cognitive, social and emotional development of children and young adolescents in grades 1-6. The course explores theories of development within the contexts of families, cultures, communities and schools. It prepares prospective teachers to understand the needs, abilities and behaviors of children in middle childhood and young adolescence. The course content will address theories of learning and teaching; genetic and environmental factors affecting child development; individual differences in abilities and developmental patterns; developmental issues and learning needs of students with special needs; and best practices for teaching and assessment. Teacher candidates will learn strategies in creating a positive and motivating learning environment in grades 1-6 classrooms. MAT special education teacher candidates will be required to complete 10 classroom observation hours with a certified special education teacher in a grade 1-6 classroom.

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, in grades 1-12. 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. Teacher candidates will study issues related to child and adolescent development; develop lessons based on the Common Core Standards, NY Next Gen. Standards or relevant 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. MAT program students will complete at least 10 hours of classroom observations with a certified special education teacher. Observation assignments will integrate theoretical and research-based concepts with classroom practice. The students will teach two peer instructed micro teaching lessons. M.Ed. program students will complete at least 5 observation hours with a certified special education teacher. The students will write two lesson plans, teach using those plans and write a reflection for each lesson taught. Prerequisites: EDUC 6010 if not waived.

SPED 6040 Children with Disabilities: Moderate and Severe (3 Credits)

This course prepares teacher candidates to teach children with moderate and severe disabilities in a variety of classroom settings. This course is comprised of an overview of developmental disabilities, etiology, characteristics, instructional services and behavior interventions, and findings of current research. This course will provide an introduction to curricula pertaining to students with severe disabilities. Emphasis will be placed on family-centered planning, team approaches, access to the general education curriculum, activity-based instruction, and community-based instruction. Specific information on curriculum and instructional strategies related to communication, motor and self-care skills will be included. Students must complete at least 10 hours (non-certified teacher candidates) or 5 hours (certified teachers) in a classroom observing/assisting a certified special education 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: SPED 6005 and 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 placed 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 15 hours (non-certified teacher candidates) or 5 hours (certified teacher candidates) in the classroom working with a certified special education teacher to explore the relevance of the topics they are studying to a classroom setting. This course was previously EDU 663105. Prerequisites: SPED 6005 EDUC 6015

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 including those with disabilities. 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. Teacher candidates 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. The course focuses on evidence-based strategies in teaching students with disabilities in a number of areas including reading, writing, spelling, math, and study skills. Students must complete at least 10 hours (non-certified teacher candidates) or 5 hours (certified teacher candidates) in the classroom working with a certified special education 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-663107. Prerequisites: SPED 6025.

SPED 6055 Teaching Exceptional Children in Inclusive Settings (3 Credits)

This course is designed to prepare teacher candidates in instructional planning, management, and delivery of instruction to students with disabilities in grades 1-6. It also addresses classroom management and organization practices designed to establish optimal learning environments for all students. Teacher candidates will learn about instruction planning utilizing evidence-based practices in special education, universal design principles and assistive technology, providing meaningful access to general education classrooms and curriculum for students with disabilities. The candidates will learn about designing and delivering appropriate accommodations and modifications to students with disabilities in grades 1-6. Emphasis will be placed on diversity issues, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice in special education. Teacher candidates will explore historical and current research in special education, primary models of curriculum and pedagogy in the field, and the relationship between critical aspects of the development of children with disabilities and the creation of inclusive learning opportunities for all children. The course will address the collaborative roles of a multidisciplinary approach to supporting children with disabilities in inclusive or self-contained classrooms. Teacher candidates must complete a minimum of 10 hours in a classroom observing or assisting a certified special education teacher to explore the relevance of the topics they are studying in this course to a classroom setting. Course discussions and assignment will integrate instructional planning and evidence-based practices in special education. Prerequisites: SPED 6025.

SPED 6060 Psychoeducational Assessment Practices & IEP Development (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, adaptive functioning, and environmental measures. Students also will learn how to interpret and evaluate the psychometric properties of psycho-educational 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 (non-certified teacher candidates) or 5 hours (certified teacher candidates) in the classroom working with a certified special education 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 is typically offered in the spring. Pre-Requisite: SPED-6005 AND EDUC-6015

SPED 6065 Special Education Mentored Teaching I (3 Credits)

Special Education Mentored Teaching I is the first in a series of 4 mentored teaching courses in the MAT Trans B Special Education program. The course is designed to develop special education teacher candidates' repertoire in working with students with disabilities. The candidates 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 employed. The teacher candidates will be expected to use evidence-based practices in working with students with disabilities and use methods and materials appropriate to their teaching assignments. The course involves collaboration among students, course instructors, and supervising faculty. In this first in-service term, mentoring and supervision of teaching and the course content emphasizes analysis and application in the following areas: preparing the classroom; advance lesson planning; writing IEP annual goals; classroom management; incorporating technologies in classroom instruction and the use of assistive technology for students with disabilities. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6040.

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. Students are expected to have regular access to a classroom to plan or conduct action 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. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. This course is typically offered in the fall. This course was previously EDU 663108 Prerequisites: EDUC 6015.

SPED 6080 Special Education Mentored Teaching II (3 Credits)

Special Education Mentored Teaching II is the second in a series of 4 mentored teaching courses in the MAT Trans B Special Education program. The course is designed to develop special education teacher candidates' repertoire in working with students with disabilities. The candidates 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 employed. The teacher candidates will be expected to use evidence-based practices in working with students with disabilities and use methods and materials appropriate to their teaching assignments. The course involves collaboration among students, course instructors, and supervising faculty. In this second in-service term, mentoring and supervision of teaching and the course content emphasizes analysis and application in the following areas: instructional strategies for exceptional learners, classroom management practices, global perspectives in education and collaborating with school professionals and parents of students with disabilities. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6065.

SPED 6085 Collaboration in Special Education (3 Credits)

This course is designed to develop knowledge, skills and abilities related to collaboration and teamwork. It provides special education teacher candidates with the information and skills necessary to collaborate and consult with other professionals, families, and support agencies regarding the design and implementation of educational programs for students with disabilities. The course also focuses on developing the communication skills needed to implement the range of collaborative service delivery options for students with disabilities. Candidates will develop foundational knowledge and skills in research-based processes for effective instruction of students with special needs and collaboration with other educators, administrators and parents to improve student learning. Teacher candidates must complete at least 10 hours in a classroom observing/assisting a certified special education teacher to explore the relevance of the topics they are studying in this course to a classroom setting. Course discussions and assignment will integrate child development issues to classroom practice. Prerequisites: SPED 6005 and EDUC 6015.

SPED 6086 Special Education Intensified Mentored Teaching I (6 Credits)

SPED Intensified Mentored Teaching I is the first in a two-course sequence of Intensified Mentored Teaching courses. IMT I is a site-based course situated in the teacher candidate's classroom. The course aims to support and advance first-year teachers' classroom practice during a period and process known as new teacher induction. IMT I is structured around classroom observations conducted by supervising Special Education faculty mentors. Over the course of the term, beginning teachers and supervising faculty mentors engage in a process of formative mentoring that makes use of pre-observation, classroom observation, and post-observation follow-up. This course provides support and guidance to the beginning teacher in establishing classroom expectations, setting attainable teaching and learning goals, developing effective classroom management skills, creating a student-centered learning environment, and developing reflective habits of mind. Registration to this course must be approved by the Office of Teacher Education. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6025. Corequisites: SPED 6050.

SPED 6087 Special Education Intensified Mentored Teaching II (3 Credits)

SPED Intensified Mentored Teaching II is the second in a two-course sequence of Intensified Mentored Teaching courses. IMT II is a site-based course situated in the teacher candidate's classroom. The course aims to support and advance first-year teachers' classroom practice during a period and process known as new teacher induction. IMT II is structured around classroom observations conducted by supervising special education faculty mentors. Over the course of the term, beginning teachers and supervising faculty mentors engage in a process of formative mentoring that makes use of pre-observation, classroom observation, and post-observation follow-up. This course provides support and guidance to the beginning special education teacher in establishing classroom expectations, setting attainable teaching and learning goals, developing effective classroom management skills, creating a student-centered learning environment, and developing reflective habits of mind. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6086.

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 and complete their action research. 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. Students are expected to have regular access to a classroom to carry out action research. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: 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, course assignments and monthly webinars. This course is only open to students in the MAT special education residency track. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: 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, course assignments and monthly webinars. Eight weeks of this term will be devoted to a Student Teaching experience with the Special Education critic teacher. This course is offered in the spring. This seminar is only open to students in the MAT special education residency track. In order to successfully complete the program, this course must be completed with a grade of B or better. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 7010, SPED 6050.

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 online 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 course assignments. 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 is typically offered in the summer 8-week term. This course was previously EDU-664104.

SPED 7030 Special Education Mentored Teaching III (3 Credits)

Special Education Mentored Teaching III is the third in a series of 4 mentored teaching courses in the MAT Trans B Special Education program. The course is designed to develop special education teacher candidates' repertoire in working with students with disabilities. The candidates 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 employed. The teacher candidates will be expected to use evidence-based practices in working with students with disabilities and use methods and materials appropriate to their teaching assignments. The course emphasizes analysis and application in the following areas: lesson planning; teaching; classroom management involving students with disabilities. This course involves collaboration between the student, course instructor, and supervising faculty for in-service mentoring and supervision of teaching. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 6080.

SPED 7035 Special Education Mentored Teaching Capstone (3 Credits)

Special Education Mentored Teaching Capstone is the final course in a series of four mentored teaching courses in the MAT Trans B Special Education program. The course is designed to develop special education teacher candidates' repertoire in working with students with disabilities. The candidates will follow the requirements for New York State Initial Teacher Certification as well as the curricular and professional development programs of the school district where they are employed. The teacher candidates will be expected to use evidence-based practices in working with students with disabilities and use methods and materials appropriate to their teaching assignments. This course involves collaboration between the student, course instructor, and field supervisor for in-service mentoring and supervision of teaching. In addition, the course guides students through the process of developing and conducting action research. Guided by the course instructor, students will conduct action research centered around a topic involving students with disabilities. Further, students will write a reflective special education teacher identity and philosophy that is a culmination of their clinical experiences, research, theoretical framework and growth in their teacher education program. Students will articulate and demonstrate their understanding of ethics in assessment and research, critical laws in special education, pedagogical knowledge of teaching exceptional students, behavior management, the role of the special education teacher and collaboration with general education teachers and other school professionals. A final grade of B or better is required to pass this course. A result of less than a B will require a repeat of the course in accordance with the Graduate Evaluation and Grading Policy. Prerequisites: SPED 7030 or SPED 6087.

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. Prerequisites: SPED 6050 Grade of B or better.

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. Prerequisites: SPED 6050 with a grade of B or better.

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. Prerequisites: SPED 6050 with a grade of B or better .

SPED 7998 Individualized Studies in Special Education (SPED) (1-8 Credits)

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