

SPECIAL EDUCATION (SPCED-GE)

SPCED-GE 2051 Fnds of Curr for Diverse Learners (3 Credits)

Typically offered Fall and Summer terms

Overview of current and past theories and practices in educational models and curriculum development, instructional planning, and assessment as they relate to knowledge about learning processes, motivation, communication and classroom management models. Examination of appropriateness of various educational models for students with diverse needs and characteristics. Overview of formal and informal methods of assessment and their role in instructional decision making.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2052 Methods of Instruction for Children with Low Incidence Disabilities (3 Credits)

Typically offered Fall, Spring, and Summer terms

Covers the etiology, characteristics, and services for students with low-incidence disabilities affecting development across early childhood, childhood, and adolescence. Focus is on curriculum and instruction for intellectual, socioemotional, physical, behavioral, and communicative learning. Includes assistive technology. Instructional methods in varied learning environments including home, school, and community-based settings is central to course content. Course also addresses facilitation of family partnerships, inclusion, advocacy, interagency collaboration. No Course Description Available

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2108 Learning Environments, Behavior, and Students with Disabilities (3 Credits)

Typically offered Fall, Spring, and Summer terms

Promotes culturally responsive, positive and management of learning environments in support of healthy social emotional and behavioral development for students with disabilities, including preventative and prosocial strategies for supporting students with challenging behaviors. Knowledge/skill development aligned with policy requirements for teacher analysis of group interactions and individual student behaviors and individualized planning. Focus in on strategies for professional collaboration, conflict resolution, and family partnerships.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2124 Historical and Contemporary Issues in Special Educ Policy, Research and Practice (3 Credits)

Typically offered Fall and Summer terms

Covers foundation knowledge of special education and eligibility for educational services across disabilities. Examines historical, social, and cultural practices and beliefs about disability, legal foundations of U.S. education policy for students with disabilities, and patterns of inclusion in home, community, and schools. Focus on issues and trends affecting the diverse U.S. population, equity, and access to education and related services for students with disabilities. Teacher development through observations of individualized and collaborative service models.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2126 Special Needs Child: Family Community I (3 Credits)

Typically offered Fall and Summer terms

The needs of the preschool child with disabilities is explored through an examination of the child, family, and environmental characteristics. Atypical language, speech, emotional, motor, and cognitive development is presented with a focus on the interdependent nature of these domains. A major focus is transdisciplinary collaboration of educators and specialists from occupational therapy, physical therapy, speech and language, psychology, and recreation and health in making educationally relevant decisions.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2127 Disability, Diversity, and Equity in Family, School, and Community (3 Credits)

Typically offered Fall and Spring

Uses a diversity lens to examine theories, practices, and policies relative to disability, equity, and culture. Explores educators' development of culturally responsive special education through reflective practices, teaching philosophy, and school resources and curriculum. Course content also includes classroom-based practices including individualized curriculum development, instructional planning, and assessment for diverse learners. Teachers' professionalism and advocacy for students with disabilities and their families are also addressed.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2128 Princ & Pract Early Chhd Special Ed (3 Credits)

Typically offered Fall, Spring, and Summer terms

Models of early intervention. Assumptions about development and learning in the early years. Development of early childhood curricula across developmental domains with modifications appropriate to the individual needs and characteristics of the young child with disabilities. Monitoring and evaluating child and family outcomes.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2133 Assess & Inst Design for Ss W/Mild Mod Dis II (3 Credits)

Typically offered Fall and Spring

Intensive implementation of survey and specific level assessment of learning problems in pupils, instructional planning, and modification in a variety of subject areas. Requires one day per week in the field. A case workup is required.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2136 Assessment for Students with Disabilities (3 Credits)

Typically offered Fall and Spring

Covers assessment and evaluation of students with disabilities across school settings, includes referral processes with family and child-study teams. Addresses use and development of formal and informal assessment tools; and testing, modification, and accommodation strategies. Knowledge/skill development focus on collection and interpretation of student-level data for curricular and instructional decision-making. Disproportionality and historical testing biases, tiered approaches and team-based models of problem solving also addressed.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

SPCED-GE 2160 Methods of Instruction for Children with High Incidence Disabilities (3 Credits)*Typically offered Fall and Spring*

Identifies characteristics of high-incidence disabilities impacting learning, attention, and behavior in early childhood settings. Related curriculum and instructional methods for increasing student efficacy in across general and special education, with the use of assistive technologies. Focuses on a wide range of learning environments including home, school, and recreational settings. Teacher knowledge/skill development on family and professional partnerships, inclusion, advocacy, interagency collaboration.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**SPCED-GE 2161 Educ of Stu With Disab in Clhd Settings (3 Credits)***Typically offered Fall and Spring*

No Course Description Available

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**SPCED-GE 2162 Ed of Std With Disab in Middle Clhd/Adole Setng (3 Credits)***Typically offered Fall and Spring*

Strategies for general and special education teachers to meet the cognitive, emotional, and social needs of adolescents with disabilities in general education classes in middle and high schools. Methods for collaboration with teachers, parents and other professionals, including participation in IEP development. Examination of service delivery models at the middle and high school levels. Issues of transition planning, curriculum development, instructional planning, uses of technology, identifying strengths and differentiating instruction, with a special focus on the development of literacy skills and processes that promote social skill development and interpersonal communication

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**SPCED-GE 2300 Independent Study (6 Credits)***Typically offered all terms*

It should be noted that independent study requires a minimum of 45 hours of work per point. Independent study cannot be applied to the established professional education sequence in teaching curricula. Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student's department. Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**SPCED-GE 2508 Integration Sem With Special Education II (1-3 Credits)***Typically offered Fall and Spring*

Class engages in seminar process to share, analyze, and extended students' professional experiences.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**SPCED-GE 2512 Integration Sem Problems in Early Child/Spec Ed (2-3 Credits)***Typically offered Fall and Spring*

Class engages in seminar process to share, analyze, and extended students' professional experiences. Links theory and practice.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**SPCED-GE 2524 Teaching Students with Disabilities: Middle School (3 Credits)***Typically offered Fall and Spring*

University-supervised student teaching in special and inclusive settings for students (grades 6-8) with disabilities.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**SPCED-GE 2526 Teaching Students with Disabilities: High School (3 Credits)**

University-supervised student teaching in special and inclusive settings for students (grades 9-12) with disabilities.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**SPCED-GE 2901 Student Teaching Special Education: Childhood I (2-3 Credits)***Typically offered Fall and Spring*

One semester supervised student teaching in a childhood special education classroom for a minimum of 180 hours within 20 days. Student teaching experiences will be used to support theoretical and practical applications of the planning and implementation of the curriculum.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** Yes**SPCED-GE 2902 Student Teaching in Early Childhood Special Education Settings (2-3 Credits)***Typically offered Fall, Spring, and Summer terms*

University-supervised student teaching in early childhood settings for students with disabilities (Early Childhood, PreK - Grade 2). Class engages in weekly seminar processes and projects to share, analyze, and extend students' experiences in student teaching, professional collaboration, and family partnerships contextualized by teacher ethics and education policy requirements. Links theory with practice. Scholarly research project and related presentation required.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**SPCED-GE 2903 Student Teaching Special Educ Early Childhood I (2-3 Credits)***Typically offered Fall, Spring, and Summer terms*

One semester supervised student teaching in an early childhood special education classroom for a minimum of 180 hours within 20 days. Student teaching experiences will be used to support theoretical and practical applications of the planning and implementation of the curriculum.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**SPCED-GE 2904 Student Teaching Special Educ: Early Childhood II (2-3 Credits)***Typically offered Fall, Spring, and Summer terms*

One semester supervised student teaching in an early childhood special education classroom for a minimum of 180 hours within 20 days. Student teaching experiences will be used to support theoretical and practical applications of the planning and implementation of the curriculum.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No