

SPECIAL EDUCATION (SPCED-UE)

SPCED-UE 83 Foundations of Spec Educ (3 Credits)

Typically offered Fall

History, philosophy and role of education as the foundation of education for all students. Legalization and litigation affecting the provision of services and life opportunities for individuals with diverse characteristics and needs. Characteristics of individuals with disabilities and the effect of those disabilities on learning and behavior. Included study of education and special education service delivery systems, employment, and community-based resources and supports.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1000 Ind Study (1-6 Credits)

Typically offered occasionally

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: Ugrd Steinhardt Graded

Repeatable for additional credit: Yes

SPCED-UE 1005 Teach Stu With Disabili in General Ed Class Rm (4 Credits)

Typically offered Spring

Increasingly, students with a variety of disabilities are remaining in the general education classroom. This course is designed for non-special education majors and those from related service areas who recognize the need to understand the issues and possibilities for working successfully with these students. Sample topics include: current legislation, availability of resources and related services, parenting issues and instructional strategies.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1007 Principles & Strategies for Teaching Students with High Incidence Disabilities (3 Credits)

Typically offered Fall

Strategies for adapting curriculum and teaching methodologies for students with disabilities including assistive and instructive technology, and collaborating with teachers, other professionals, paraprofessionals and parents in creating individualized educational programs

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1008 Prin & Strat for Tch Stu With Mid to Mod Disab I (2 Credits)

Typically offered Spring

Continued study of strategies for adapting curriculum and teaching methodologies including a particular focus on assessment and adaptation of literacy instruction for students experiencing significant difficulty in the acquisition of listening, speaking, reading and writing skills. Strategies for strengthening family partnerships and for team collaboration are also emphasized.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1010 Principles & Strategies for Teaching Students with Low Incidence Disabilities (3 Credits)

Typically offered Spring

Techniques and strategies for curriculum selection, modifications, adaptation and implementation, including assistive and augmentative technology, in home, school, work and community settings.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1012 Integrat Sem for Student Teachers in Spec Educ (1-3 Credits)

Typically offered Spring

Taken concurrently with the final semester of student teaching, this course focuses on the development, planning, and implementation of curriculum for diverse learners in early childhood and early childhood special education settings. Emphasizes curriculum integration, the role of the environment in supporting curriculum, methods of observation and assessment, and pedagogical practices. Encourages informed experimentation with various pedagogical and methodological practices in order to develop in students the capacity to create curriculum responsive to the diverse learning needs and experiences of young children and their families.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1035 Assessment & Intervention in Special Education (3 Credits)

Typically offered Spring

Formal and informal methods of assessing student learning including major standardized tests, criterion references instruments, curriculum-based assessments, various observational techniques and portfolio assessments. Students will learn to use information gathered through assessment to plan or modify instruction.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1047 Instr Strat/Supprt Divrs Learn in Erl Chld Set I (2 Credits)

Typically offered Spring

Strategies of observation and assessment, identifying strengths, individualizing instructional plans, and adapting classroom environments, curriculum and instructional methodologies to support highest levels of achievement and development for young children with diverse needs. Topics will also include strategies for promoting positive classroom behavior and social interaction skills, facilitation of language development across all cognitive and social domains, the use of assistive and instructional technology, and strategies for using assessment and observational data to plan or modify instruction.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1048 Instr Strat/Suprt Divrs Learn/Erly Chldhd Set II (2 Credits)

Typically offered Fall

In the context of the children's spatial and temporal world, students will explore: strategies of observation and assessment, identifying strengths, individualizing instructional plans, adapting classroom environments, curriculum and instructional methodologies to support achievement and development for young children with diverse needs. Topics will include strategies for promoting positive classroom behavior and social interaction skills, facilitation of language development, the use of assistive and instructional technology, and strategies for using assessment and observational data to plan or modify instruction.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1161 Learning Environments, Behavior, and Students with Disabilities (3 Credits)

Typically offered Fall

Strategies for creating classroom environments and behavior support plans to promote development of positive classroom behaviors and positive social interaction skills.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1504 Student Teaching in Childhood Special Education I (3 Credits)

Typically offered Fall

A period of observation of children in classrooms serving children with disabilities, followed by participation in classroom instruction.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1510 The Role of The Profssnl in Early Chldhd Spec Ed (2 Credits)

Typically offered Spring

Designed to facilitate the student's move into the professional realm of the field of early childhood and special education. Topics include: working collaboratively with families, paraprofessional, and other professionals, advocacy for and with children and families, multicultural curriculum and social justice issues, and the role of observation and instruction.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1901 Student Teaching in Childhood Special Education IV (3 Credits)

Typically offered 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: Ugrd Steinhardt Graded

Repeatable for additional credit: No

SPCED-UE 1903 Student Teaching in Early Childhood Special Education II (3 Credits)

Typically offered Spring

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: Ugrd Steinhardt Graded

Repeatable for additional credit: Yes

SPCED-UE 1904 Student Teaching in Early Childhood Special Education IV (3 Credits)

Typically offered Spring

Supervised student teaching in classroom settings serving students with disabilities. Prerequisites determined by program adviser. Minimum weekly requirement of six half-day modules (or three full days) in the field.

Grading: Ugrd Steinhardt Graded

Repeatable for additional credit: No