DIFFERENTIATED INSTRUCTION

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- Differentiated Instruction - Special Education, MSED (https://catalog.sbu.edu/graduate/education/differentiated-instruction/differentiated-instruction-special-education-msed/)
- Differentiated Instruction, MSED (https://catalog.sbu.edu/graduate/education/differentiated-instruction/differentiated-instruction-msed/)
- Differentiated Instruction, Post-Master’s Advanced Certificate (https://catalog.sbu.edu/graduate/education/differentiated-instruction/differentiated-instruction-post-masters-advanced-certificate/)
- Teaching Students With Exceptionalities, Advanced Certificate (https://catalog.sbu.edu/graduate/education/differentiated-instruction/teaching-students-exceptionalities-advanced-certificate/)

Differentiated Instruction (DIFF)

DIFF-503 ASSESSMENT - STUDENT W EXCEPTIONALITIES (3 Credits)
The course content is focused on providing candidates with an introduction to first and second language acquisition principles, and Alternative Augmentative Communication (AAC). The course will explore ways to enhance language development, communication skills, and literacy, specifically when working with students with exceptionalities*, which includes students of culturally and linguistically diverse backgrounds (CLD), as well as students with special gifts and talents, those with learning disabilities, and those with significant communication issues.

Restrictions: RG.UG.GR

DIFF-504 COMM/COLL SKILL STND-BASE INCLUSIV EDUC (3 Credits)
This course centers on the development of effective communication and collaboration skills for building and maintaining inclusive support systems for student with exceptionalities. The creation of alliances and affiliations among school and community entities and the provision of mutual academic, social, emotional, and technical support systems for students with exceptionalities, ranging from those with significant learning and behavior problems to special gifts and talents, will be examined within the framework of the family, school, and community. Co-teaching models and strategies to support inclusive classrooms and communities will be examined.

Restrictions: RG.UG.GR

DIFF-506 LANG/LIT/COMM STUDENT W EXCEPTIONALIT (3 Credits)
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DIFF-510 DIFFERENTIATED INSTR STRAT. (3 Credits)
The course content focuses on procedures, regulations, and methods for fostering successful integration and full inclusion of students with exceptionalities, including those with special gifts and talents and/or learning and behavioral disabilities. Instructional strategies are addressed that facilitate the creation of educational environments in which all students can progress toward and/or exceed educational standards across instructional content areas. The course includes a focus on designing instruction to address the needs of students with variety of learning needs and characteristics and includes a 15-hour of experience working with students with disabilities.

Restrictions: RG.UG.GR

DIFF-511 FOUND/INCLUSIVE EDUCATION (3 Credits)
Foundations of inclusive schooling for students with exceptionalities, including those with special gifts and talents and/or disabilities. Emphasis is on creating inclusive school communities that allow all students to progress toward and/or exceed educational standards: also included are history, philosophies, and theories of inclusive education.

Restrictions: RG.UG.GR

DIFF-512 ADV BEHAVIORAL STRATEGIES (3 Credits)
The course content includes individualized positive behavioral supports and strategies aimed at identifying and defining target behaviors, observing and identifying factors within the instructional setting which may influence the student’s behavior, collecting data, identifying specific triggers of problem behavior and consequences that maintain the behavior, and identifying and testing hypotheses regarding the function(s) of problem behavior. The course will also explore character education and legal issues related to discipline of student with and without disabilities.

DIFF-515 ASSISTIVE TECHNOLOGY (3 Credits)
The course content includes individualized positive behavioral supports and strategies aimed at identifying and defining target behaviors, observing and identifying factors within the instructional setting which may influence the student’s behavior, collecting data, identifying specific triggers of problem behavior and consequences that maintain the behavior, and identifying and testing hypotheses regarding the function(s) of problem behavior. The course will also explore character education and legal issues related to discipline of student with and without disabilities.

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Restrictions: RG.UG.GR
DIFF-590B EXTENDED PRACTICUM FOR GRADUATE EDUCATION -
STUDENTS WITH DISABILITIES BIRTH-GRADE 2 (3 Credits)
Extended practicum is the culminating experience in the professional
preparation of teachers. The extended practicum experience consists
of 250 hours of teaching in a classroom under the guidance of a mentor
teacher who is certified to teach students with disabilities at the Birth-2
(Early education) level. Students are expected to apply appropriate
differentiated instruction to meet individual needs, develop both long and
short-term plans to implement curriculum, use technology to enhance
instruction, develop and administer appropriate assessment strategies,
implement curriculum, organize and manage the classroom environment
and exhibit the characteristics and ethics of a professional educator.
Restrictions: RG.UG.GR

DIFF-590C EXTENDED PRACTICUM FOR GRADUATE EDUCATION -
STUDENTS WITH DISABILITIES GRADES 1-6 (3 Credits)
Extended practicum is the culminating experience in the professional
preparation of teachers. The extended practicum experience consists
of 250 hours of teaching in a classroom under the guidance of a mentor
teacher who is certified to teach students with disabilities at the 1-6
grade level (childhood). Students are expected to apply appropriate
differentiated instruction to meet individual needs, develop both long and
short-term plans to implement curriculum, use technology to enhance
instruction, develop and administer appropriate assessment strategies,
implement curriculum, organize and manage the classroom environment
and exhibit the characteristics and ethics of a professional educator.
Restrictions: RG.UG.GR

DIFF-590G EXTENDED PRACTICUM FOR GRADUATE EDUCATION -
STUDENTS WITH DISABILITIES GRADES 7-12 (3 Credits)
Extended practicum is the culminating experience in the professional
preparation of teachers. The extended practicum experience consists
of 250 hours of teaching in a classroom under the guidance of a mentor
teacher who is certified to teach students with disabilities at the 7-12
grade level. Students are expected to apply appropriate differentiated
instruction to meet individual needs, develop both long and short-term
plans to implement curriculum, use technology to enhance instruction,
develop and administer appropriate assessment strategies, implement
curriculum, organize and manage the classroom environment and exhibit
the characteristics and ethics of a professional educator.
Restrictions: RG.UG.GR

DIFF-598 PRACTICUM IN GIFTED EDUCATION (2 Credits)
This course includes an 85-hour practicum providing instruction for
students in P-12 settings that may be identified as gifted/talented. The
field experience is individualized to meet the needs of particular students;
consequently, students must meet with the instructor to plan this
experience. Submission of an electronic portfolio showing professional
growth and accomplishments is also required.
Corequisite(s): DIFF-600

DIFF-600 CAPSTONE RESEARCH FOR DIFFERENTIATED INSTRUCTION (2
Credits)
This course requires participants to develop an original research project
to address a question related to education. Participants support their
research with a review of relevant literature and present their research
through submission of a written paper and a public presentation.
Corequisite(s): DIFF-598