INCLUSIVE SPECIAL EDUCATION

The master’s degree in inclusive special education is designed to help teachers to meet the ever-changing demands of diverse classrooms and may be completed by teachers with certification in nearly any area or grade level. Teachers will learn to differentiate instruction and assessment to meet the needs of students with the full range of exceptionalities, including students with disabilities, English language learners, students who have experienced trauma and students who may be gifted.

The program has three different certification tracks.

- Early Childhood Inclusive Special Education
- Childhood Inclusive Special Education
- Secondary Inclusive Special Education (7-12) Generalist
- Advanced Certificate in Teaching Students with Exceptionalities

These programs meet the master’s degree requirement for professional certification in New York state.

Learn to give individualized instruction in diverse and inclusive settings

Building on the Franciscan philosophy of social justice, we strive to create inclusive communities that value diversity as a strength. This program prepares and mentors professionals who are able to individualize instruction in inclusive and collaborative environments. Using critical pedagogy to meet the needs of diverse and marginalized populations, including students with disabilities, students for whom English is an additional language, and students experiencing trauma or living in poverty, teachers will become leaders and agents of change. This program is founded in the School of Education conceptual framework of competence, experience, and social justice. This program is aligned with the CEC standards for professional special educators and students practice these competencies in hands-on, field-based experiences.

Students integrate social justice into their practice through respect for diversity, dignity and worth and creating learning experiences that are mindful of a full range of diversity.

A program that provides you with a unique and effective skill set

Our inclusive special education program is designed to help graduates acquire:

- strategies to differentiate instruction for students with disabilities
- assessment and data literacies to meet the needs of all learners
- the ability to meet the needs of students for whom English in not a first language
- advanced collaboration methods
- the means to individualize and differentiate STEM content for all learners
- the ability to integrate meaningful instructional and assistive technologies
- the ability to design supportive environments to meet the social, emotional and behavioral needs of learners
- Early Childhood Inclusive Special Education (https://catalog.sbu.edu/graduate/education/inclusivespecialeducation/earlychildhood/)
- Childhood Inclusive Special Education (https://catalog.sbu.edu/graduate/education/inclusivespecialeducation/childhood/)
- Secondary Inclusive Special Education (7-12) Generalist (https://catalog.sbu.edu/graduate/education/inclusivespecialeducation/secondary7-12generalist/)
- Advanced Certificate in Teaching Students with Exceptionalities

Eliminate this page and add the links directly in the overview page where these programs are mentioned.

Courses page is incorrect as well. ALL grad EDUC, READ and SPED classes are listed, but that is not accurate.

I can send the content for the Advanced Certificate

EDUC-500 RESEARCH METHODS IN THE EDUCATION PROFESSION (3 Credits)
This course provides an introduction to the many methodologies commonly used in the education professions of teaching, counseling, and leadership. Participants will recognize the characteristics of well-designed quantitative and qualitative research and what methodologies may be used to best address given research questions. Design of an original research project and critical analysis of both qualitative and quantitative research are components of the course.
Restrictions: RG.UG.GR

EDUC-505 TECHNOLOGY FOR EDUCATORS & COUNSELORS (3 Credits)
This course will develop understanding, perspective, competence and leadership in the use of information technology in the education and counseling. Part of the course will be offered over the internet to provide students with hands-on experience and allow the student to gain a working appreciation of the value of this technology applied in his/her profession.
Restrictions: RG.UG.GR

EDUC-510 ADV.HUMAN GROWTH & DEVELOPMENT (3 Credits)
The course addresses development and cognitive processes governing learning from conception to death. Normative, non-normative and historical effects within childhood, adolescence, adulthood and later life are presented. Formal developmental and learning theory is emphasized in conjunction with practical interpretation and application. The course provides an orientation and background for sound educational practices.
Restrictions: RG.UG.GR

EDUC-515 LEADERSHIP (3-6 Credits)
EDUC-516 SOCIOI FOUND OF AMER EDUC (3 Credits)
EDUC-517 PHILOSOPHY OF EDUCATION (3 Credits)
EDUC-519 PROB. OF SCHOOL PRIN. (3 Credits)
EDUC-523 DESIGNING/DELIVERING INSTRUCTN (3 Credits)
This course introduces students to the basic models, strategies, resources and management tools used to implement instruction. Students will apply models of teaching, develop lessons and assessments, examine curriculum issues, utilize current research, and reflect on practice. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course.
Restrictions: RG.UG.GR
EDUC-524 METH/MODELS/MTG OF INSTRUCTION (2 Credits)
This course expands on knowledge gained in EDUC 523: Designing and Delivering Instruction and addresses specific issues in secondary subjects. Students apply discipline-specific knowledge of basic instructional models, strategies, resources and management tools used to implement instruction. Additional emphasis is placed on the use of technology, application of discipline specific curriculum standards, current issues and professional development. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course.

EDUC-524A SECONDARY ENGLISH METHODS (1 Credit)
This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

EDUC-524B SECONDARY L.O.T.E. METHODS (1 Credit)
This course examines the methods, skills and best practices for teachers of Languages Other Than English (L.O.T.E.). The recommended practices and activities from the National Council for Teachers of Foreign Languages provide the basis for this content specific course for secondary certification. Students apply knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction as it applies in a L.O.T.E classroom. Additional emphasis is placed on the uses of technology, application of L.O.T.E. curriculum standards, current issues, and professional development.

EDUC-524C SECONDARY MATH METHODS (1 Credit)
This course examines the methods, skills and best practices for teachers of Math. The recommended practices and activities from the National Council for Teachers of Math provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

EDUC-524D SECONDARY SCIENCE METHODS (1 Credit)
This course examines the methods, skills and best practices for Science teachers. The recommended practices and activities from the National Science Teachers Association provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

EDUC-524E SECONDARY SOCIAL STUDIES METHODS (1 Credit)
This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.
EDUC-541 WKSHPTeach Made Materials (3 Credits)
EDUC-547 Measurement & Appraisal Counselors (3 Credits)
EDUC-551 Alcohol Problems (0 Credits)
EDUC-552 Women Sexuality L C (0 Credits)
EDUC-553 Learning Problems (0 Credits)
EDUC-560 The Professional Teacher (3 Credits)

This course centers on the development of competencies in communication and collaboration. Those skills necessary for fostering successful integration and full inclusion of students with mild/moderate disabilities are addressed. In addition, strategies for collaboration with agencies, other specialists, families and classroom teachers are presented. A field experience is required with this course. Prerequisite: Taken concurrently with student teaching.

Restrictions: RGR123

EDUC-564 Understand. Individ. (3 Credits)
EDUC-571 Adv Educ & Occupational Info (3 Credits)
EDUC-572 Admin. Leadership II (3 Credits)
EDUC-573 Admin. of Secondary School I (3 Credits)
EDUC-574 Elem Sch Admin (3 Credits)
EDUC-576 Admin. of Secondary School II (3 Credits)
EDUC-577 School Finance (3 Credits)
EDUC-582 Improvmt. of Instr. (3 Credits)
EDUC-583 Supervision in Elem School (3 Credits)
EDUC-587B Reading Techn. for Spec. Educ. (1 Credit)
EDUC-587C Intro to Asses. of Spec Ed Stu (1 Credit)
EDUC-587G Assess & Class in Speducation (1 Credit)
EDUC-587H Behavior Mgmt in Classroom (1 Credit)
EDUC-587I Dev. Student Writing Skills (1 Credit)
EDUC-587J Assessmnt in Special Educ (1 Credit)
EDUC-587K The Productive Imagination (1 Credit)
EDUC-587L Classroom Mgmt/Planning for Prob (1 Credit)
EDUC-588 Secondary Student Teaching (3 Credits)

Student teaching is the culminating experience in the professional preparation of teachers. The secondary student teaching experience consists of approximately 14 weeks of full time experience in a secondary classroom. Students are expected to: apply developmentally appropriate instruction, develop both long and short term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

Restrictions: RGR.UG.GR

EDUC-599A Safe Schools WKSP (0 Credits)
Restrictions: RGR.UG.GR
EDUC-599B Child Abuse Prev (0 Credits)
Restrictions: RGR.UG.GR
EDUC-599C Conflict Resol. WKSP (0 Credits)
EDUC-599D Cult Diver WKSP (0 Credits)

Restrictions: RGR.UG.GR

EDUC-599J Harassment, Bullying, Cyberbullying & Di (0 Credits)

This course will address the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certificate requirements in §14(5) of Chapter 102 of the Laws of 2012.

Restrictions: RGR.UG.GR

EDUC-599K Experience in Diverse Environments (0 Credits)

This non-credit field experience requires students to complete a field experience of at least 30 hours in a diverse setting.

EDUC-604 Hist. Catholic Edu in U.S. (3 Credits)

EDUC-615 Using Data for School Improvement (3 Credits)

This course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies in interpreting and presenting data in order to improve educational practice. Students will also explore (1) the use of data within curriculum, instruction and comprehensive school improvement efforts and (2) as an administrator, how to develop a data driven culture within the school.

EDUC-642 Surv/organiz/use Educ/voc Inf (3 Credits)
EDUC-643 Org. & Amd. of Guid. Prog. (3 Credits)
EDUC-647 Supervised Practicum-Lecture (3 Credits)
EDUC-649 Field Exp. with Superv. (3 Credits)
EDUC-649N Field Exp. Non Sch. (3 Credits)
EDUC-650 Sem in Lit. of Guidance (3 Credits)
EDUC-655 Basic Symposium (3 Credits)
EDUC-655B Med. Aspects/Rehab Counseling (3 Credits)
EDUC-656 Mental Health (3 Credits)
EDUC-657 Supervised Grp Coun. (3 Credits)
EDUC-671 Legal Prob & Recent Legislation (3 Credits)
EDUC-672 School/Comm Relations (3 Credits)
EDUC-674 Prob. of Staff Personnel (3 Credits)
EDUC-675 Prob of Pupil Personnel (3 Credits)
EDUC-692 Educ Leadership (Inst.) (3 Credits)
EDUC-693 Mgmt in Education (Inst.) (3 Credits)
EDUC-694 Sec Sch Curriculum (3 Credits)
EDUC-698 Independent Study (1-6 Credits)

Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor. Permission of instructor required.

READ-501 Theories/Found of Literacy (3 Credits)

This course is a historical and conceptual survey of theories and models related to literacy learning and instruction. The developmental nature of literacy processes across the lifespan is explored. Theoretical models and pedagogical practices related to literacy skill acquisition, language comprehension, and metacognition are discussed in depth. A strong emphasis is placed on examining theory-to-practice connections made by teachers in K–12 classroom settings.

Restrictions: RGR.UG.GR
READ-510 CHILDREN’S LITERATURE (3 Credits)
Children's Literature is intended to acquaint the student with the best in children's literature and its contributions to the school curriculum. A major focus is helping teachers to motivate their pupils to read a wide range of books to build and understanding of texts, of themselves, and of the culture of the United States and the world. The various genres of children's literature will be explored. Strategies for using literature in the classroom will be analyzed.

READ-520 LANGUAGE ARTS (3 Credits)
This course investigates the research base for current trends in language arts instruction and evaluation. Theories of language development as they influence instructional methodologies for reading, writing, speaking, and listening will be studied. Requirements include the development of a multi-week thematic or literature unit.
Restrictions: RG.UG.GR

READ-525 LITERACY SECONDARY SCHOOL (3 Credits)
This course is designed to address the various difficulties secondary teachers encounter when trying to develop the literacy processes and proficiencies of diverse groups of secondary learners. Special needs and emotional, economic, social, and cognitive problems will be explored. Candidates will learn pedagogical approaches that teachers can use to enhance the literacy and critical thinking outcomes of secondary learners across academic disciplines.
Restrictions: RG.UG.GR

READ-540 SUPRV/CUR ISS-LITERACY PROGS (3 Credits)
This course provides an examination of the leadership and curricular roles and responsibilities of teachers of literacy, including literacy coaches and specialists. It stresses competencies in the development and management of school literacy programs, including the development of collegial relations, school-wide planning and support for literacy achievement, Response to Intervention, management and evaluation of curricular materials and resources, school assessment programs, data-driven decision making, legal issues, and other topics pertinent to literacy leaders. The course requires 30+ hours of experience in K-12 classroom settings as part of the Literacy Coaching Internship.
Restrictions: RG.UG.GR

READ-550 TCHNG LINGUISTICALLY/CULTURALLY DIVERSE (3 Credits)
This course heightens teacher-education candidates’ sociocultural consciousness and expands their abilities to meet the needs of linguistically and culturally diverse learners in K-12 classrooms. Building from a social justice perspective, candidates develop pedagogical practices that are culturally responsive, theoretically grounded, and supported by empirical research. Specifically, candidates (1) explore the dynamic and reciprocal relations between first- (L1) and second-language (L2) acquisition and literacy development; (2) learn about approaches that leverage both L1 and L2 to develop literacy abilities and disciplinary knowledge; and (3) practice techniques to foster the development of academic language and the ability to code-switch between primary discourse and 'standard English.' Particular emphasis is placed on valuing students’ discourses and funds of knowledge. Throughout the course, candidates make connections between these specific topics and other contemporary issues in literacy education. 15+ hours of field experience, working with linguistically and/or culturally diverse learners in K-12 classroom settings, is required.
Restrictions: RG.UG.GR

READ-560 LITERACY IN THE CONTENT AREAS (3 Credits)
This course is a survey of discipline-specific and cross-content-area literacy methods, study skills, critical thinking strategies, and information processing techniques to enhance literacy processes and outcomes in grades 4-12. The course addresses the following topics: disciplinary-specific reading, writing, and thinking practices; text analysis and its relation to lesson design; the role of metacognition and prior knowledge in reading and writing; and the use of technology and multimodal representations. The role all teachers play in supporting literacy development and integrating literacy learning across all disciplines in stressed.
Restrictions: RG.UG.GR

READ-570 ASSESS/DIAG OF LITERACY (3 Credits)
This course is the first of a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with an array of formal and informal assessment tools and techniques to use when diagnosing learners’ who are experiencing struggles with reading, writing, or spelling. The overarching course project involves the assessment and evaluation of a learner's literacy achievement, skills, and strategies, and the construction of a cogent report that touches on all areas of the learner’s strengths and limitations/instructional needs.
Restrictions: RG.UG.GR

READ-575 LIT INSTR-INDV/SML GRPS-CHILD (3 Credits)
This course is the second in a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching early childhood and childhood learners as individuals as in small groups. This course develops students’ abilities to provide developmentally-appropriate instruction in the areas of emergent literacy, word recognition, fluency, spelling, meaning vocabulary development, comprehension, comprehension monitoring, and the reading-writing connection. The focus of the course is on designing instruction that addresses children's areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection.
Restrictions: RG.UG.GR

READ-580 CLIN/Pract Child/Literacy (3 Credits)
The Clinical Practicum is the culminating experience of the master’s degree in Childhood Literacy and the third in a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the early childhood and childhood levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.
Restrictions: RG.UG.GR
Inclusive Special Education

READ-585 LIT.INSTR.INDIV-ADOLESCENT (3 Credits)
This course is the second in a three-course sequence related to the diagnosis and teaching of middle and adolescent learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching middle and adolescent learners as individuals and in small groups. This course develops candidates’ abilities to provide developmentally-appropriate instruction in the areas of word recognition, spelling, meaning vocabulary development, comprehension, comprehension monitoring, writing, and study strategies. The focus of the course is on designing instruction that addresses learner’s areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection.

Restrictions: RG.UG.GR

READ-595 CLINICAL PRACT/ADOLE.LIT (3 Credits)
The Clinical Practicum is the culminating experience of the master’s degree in Adolescent Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the middle and secondary levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.

Corequisite(s): TAKE READ-570

READ-599 LITERACY COACHING INTERNSHIP (0 Credits)
This course allows candidates in the MSED Literacy Programs to complete the in-school internship hours required by the International Reading Association's (2010) Standards for Reading Professionals. Candidates work 60+ clock hours in school settings under the supervision of teachers certified in literacy or reading. Candidates receive credit in other courses in the program for completing four (4) projects related to work undertaken during the internship hours. Candidates’ performance in the Literacy Coaching Internship is assessed Pass/Fail based on documented completion of the required internship hours and all four internship projects, favorable recommendation from the on-site supervisor, and successful completion of all four (4) internship projects.

Restrictions: RG.UG.GR

SPED-503 EVAL & MEAS FOR INCLUS EDUC (3 Credits)
This course examines the functions and uses of various models of assessment, including assessment for determination of services, instructional decision-making and program improvement. Formal and informal assessments will be reviewed, along with development of assessments and progress monitoring. In this course students refine data analysis skills. Course requirements include field work applying differentiated assessment, professional writing and advocacy.

SPED-504 COLLAB BEHAV SUPPORT & TRANS (3 Credits)
This course addresses social and behavioral supports for students with disabilities through collaborative models such as restorative justice. Students will explore contemporary and culturally-responsive models of school-wide and individualized behavioral supports. Students will examine the impact of social, emotional, linguistic, physical and aesthetic development learning in early childhood, childhood, and adolescence. Students learn to design environments that are supportive of all learners at varying developmental levels and to prepare those learners for transition to post-school contexts. Creation of alliances with paraprofessionals and colleagues and provision of mutual academic, social, emotion, and technical support systems, including co-teaching, are examined within the framework of building relationships to strengthen the school, family, and community.

SPED-510 INST DESIGN & STRATEGIES (3 Credits)
This course prepares educators to design and deliver differentiated instruction to meet the needs of students with disabilities in inclusive classrooms. Students will learn to collect and analyze learner outcomes data to inform instruction, develop developmentally appropriate curricula and assessments with special emphasis on literacy instruction and assessment for students with reading disabilities, autism, and English Language Learners. Students will also identify research-validated strategies for teaching learners with a wide range of exceptionalities, including those with autism, reading disabilities, significant disabilities, and those students who have experienced trauma. This class includes a 15-hour internship experience.

SPED-511 FOUNDATIONS OF INCLUSIVE EDUC (3 Credits)
This course examines, the social, philosophical, historical, legal and political foundations of special and inclusive education, from disability studies and multicultural perspectives. Students will explore the impact of culture and place, varied exceptionalities, such as learning disabilities, autism, and significant disabilities, English language learners, as well as exposure to traumatic events on student learning. Students will also explore home, school and community relationships and the structure and roles of education. Students complete a field-based research project in this course, with the support of the instructor.

SPED-515 TECHNOLOGY FOR INCLUSIVE EDUC (3 Credits)
The use of instructional and assistive technology to support student learning is critical for effective inclusive classrooms. This course focuses on technologies to enhance the education of students with disabilities, supporting students with disabilities in literacy and STEM, and assistive technology at school, home and in the community. Requirements include assessment of assistive technology needs, incorporating assistive technology into IEPs, and resources for funding assistive technology. Students collect and analyze data in a field-based project to inform decision-making.

SPED-575 CRITICAL ISSUES INCL ED & DIV (3 Credits)
This course is designed to allow for exploration of current issues in education and special education. Students will investigate critical issues that impact the placement, educational experiences, and community outcomes for students with a wide range of exceptionalities.
SPED-590B EXT PRACT FOR BIRTH-GRADE 2 (3 Credits)
The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in early childhood settings (B-2) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the Birth - 2 (Early childhood) level. Students MUST complete one of these experiences at the Birth - K level and the other at grade 1-2. Students are expected to apply developmentally 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, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-590C EXT PRACT FOR GRADES 1-6 (3 Credits)
The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in childhood settings (grades 1-6) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the 1-6 (Childhood) level. Students MUST complete one of these experiences at the 1-3 grade level and the other at grade 4-6. Students are expected to apply developmentally 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, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-590G EXT PRACT FOR GRADES 7-12 (3 Credits)
The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in middle/secondary settings (grades 7-12) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the 7-12 grade level. Students MUST complete one of these experiences at the 7-9 grade level and the other at grade 10-12. Students are expected to apply developmentally 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, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-600 CAPSTONE RESEARCH IN INCL ED (3 Credits)
This course requires participants to develop and defend an original research project to address a question related to education. Students will complete field work to collect and analyze human subjects data to address their research question. Students will support their research with a review of relevant peer-reviewed literature and present their research with the submission of a written paper and public presentation of findings.