

## COURSE LISTINGS

Each course 45 hrs, 3 cr, unless otherwise noted.

### **ADSUP 700 Human Relations in Educational Administration**

Interpersonal and group relationships applied to administrative and supervisory functions in schools; intensive experience in-group process. Open only to matriculants.

### **ADSUP 701 Organization and Administration of Public Schools I**

Organizational behavior in schools and school districts — focus on district organization.

### **ADSUP 702 Organization and Administration of Public Schools II**

Organizational behavior in schools and school districts — focus on unit organization.

### **ADSUP 703 Supervision and Improvement of Instruction in Public Schools I**

An examination of productive supervisory techniques which promote the improvement of instruction.

### **ADSUP 704 Supervision and Improvement of Instruction in Public Schools II**

An examination of productive supervisory techniques which promote the improvement of instruction.

### **ADSUP 705 Research Seminar in Supervision and Administration**

Research design and the application of basic principles and techniques of research to supervisory and administrative problems in education.

### **ADSUP 706, 707 Field Experience Seminar in Administration and Supervision I and II**

Two-semester course combining a field experience arranged and completed in student's own district and a weekly seminar which includes a two-hour unit on reporting suspected cases of child abuse and maltreatment.

### **ADSUP 709 Legal Issues in Education**

An introduction to the law and legal issues pertaining to education with a historical perspective on the evolution of the American legislative and judiciary systems as they apply to school law.

### **ADSUP 710 Planning and Implementing Technology in K–12 Schools**

Theoretical and practical considerations for planning and implementing technology in schools. Basic concepts of technology and planning using systems theory.

### **ADSUP 713 School Finance and Budgeting**

A study of school finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management as examples of current practice.

### **ADSUP 720 Theory and Principles of Curriculum Design**

Sources of curriculum and principles of curriculum design, with particular emphasis on role of supervisor/administrator as curriculum leader.

### **ADSUP 721 Human Relations in Supervision and Improvement of Instruction**

Human relations theory and practice as they apply to educational decision making, organizational structures and dynamics of change.

*prereq:* ADSUP 700

### **ADSUP 722 Issues in Contemporary Education**

Substantive problems in policy planning, implementation and financing of curriculum, instruction and school administration.

### **ADSUP 723 Evaluation of Educational Programs**

### **ADSUP 724 Supervision and Improvement of Instruction in Subject Fields: .50 – Special Education; .51 – Bilingual/Multicultural Education**

Roles and functions of instructional supervisors in curriculum planning, supervising action, programming and evaluating feedback.

### **ADSUP 728 Selected Topics in Supervision and Administration**

Students will be provided opportunities to study innovative practices in schools and to pursue a research area which relates practice to theory.

### **BILED 701 Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

*45 hrs plus 5 hrs of fieldwork, 3 cr*

### **BILED 711 Bilingual Literacy**

The development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

*prereq or coreq:* BILED 771; *coreq:* BILED 711.50  
*30 hrs, 2 cr*

### **BILED 711.50 Fieldwork in Bilingual Literacy**

This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once.

Students who receive a grade of F may not repeat the course and may not continue in the program.

*coreq:* BILED 711  
*75 hrs, 1 cr*

### **BILED 717 Language Assessment for English Language Learners**

An in-depth treatment of key concepts, issues and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally and ethnically diverse students.

*prereq:* BILED 771, EDCF 700  
*45 hrs, 3 cr*

### **BILED 771 Psychology of Language Learning and Teaching**

Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

*prereq:* BILED 701, EDF 709, EDC 704  
*30 hrs plus 5 hrs of fieldwork and lab, 2 cr*

### **BILED 778 Instruction Through the Native Language**

To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

*prereq:* BILED 771  
*45 hrs plus 10 hrs of fieldwork, 3 cr*

### **BILED 779 Multicultural Education**

Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

*prereq:* EDF 709, BILED 701  
*45 hrs plus 5 hrs of fieldwork, 3 cr*

### **BILED 780 Bilingual Research Seminar**

The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.

*30 hrs plus lab, 2 cr*

### **BILED 782 Supervised Student Teaching: Grades 1–3 and 4–6**

Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

*prereq:* completion of 39 cr of course work or permission of the program coordinator  
*40 days (20 in grades 1–3, 20 in grades 4–6) plus 15 hrs of seminar, 4 cr*

### **BILED 783 Practicum in Grades 1–3**

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 784 or 786.

*prereq:* completion of 39 cr of course work or permission of the program coordinator  
*15 hrs of seminar plus conferences, 2 cr*

**BILED 784 Practicum in Grades 4–6**

Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take **BILED 783** or **785**.

*prereq: completion of 39 cr of course work or permission of the program coordinator  
15 hrs of seminar plus conferences, 2 cr*

**BILED 785 Supervised Student Teaching in Grades 1–3**

Twenty days of supervised student teaching at grade level 1–3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take **BILED 784** or **786**.

*prereq: completion of 39 cr of course work or permission of the program coordinator  
15 hrs of seminar plus conferences, 2 cr*

**BILED 786 Supervised Student Teaching in Grades 4–6**

Twenty days of supervised student teaching at grade level 4–6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take **BILED 783** or **785**.

*prereq: completion of 39 credits of course work or permission of the program coordinator  
15 hours of seminar plus conferences, 2 cr*

**COCO 700 Life Stage Development**

Analysis of developmental stages throughout the lifespan.

**COCO 701 Counseling Skills and Interviewing Techniques**

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

**COCO 702 Theories of Counseling**

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

**COCO 703 Psychosocial Cultural, and Political Aspects of Disability: Rehabilitation and Special Education**

Psychological, developmental, social, economic and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

**COCO 705 Vocational Assessment and Placement**

Application of principles of occupational development, vocational choice, work adjustment, job seeking skills, worksite analysis and worker traits including special problems of the disabled. Sources and uses of occupational information, labor market trends. Emphasis on vocational evaluation, job development, follow-up.

**COCO 706 Group Counseling**

Theory and principles of group counseling. Developing group-counseling skills through practice.

**COCO 707 Multicultural Aspects of Counseling**

Course foci include developing self-awareness of cultural values and biases, awareness of differing worldviews, and knowledge of appropriate intervention strategies.

**COCO 708 Measurement and Appraisal**

Basic theory of measurement and appraisal. Practice in administration, scoring and interpretation of major tests used in counseling settings with a focus on ethnic diversity and disability.

**COCO 709 Research Methods in Counseling**

Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

**COCO 710 Chemical Dependency Issues in Counseling**

This course is designed to introduce students to the various aspects of alcoholism and substance abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

**COCO 711 Supervision and Administration in Counseling**

Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

**COCO 712 Career Counseling, Assessment and Placement**

Application of principles of career development, vocational choice, work adjustment, job seeking skills, worksite analysis and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

*60 hrs, 4 cr*

**COCO 715 Family Systems and Counseling Issues**

Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and interaction with the family unit.

**COCO 718 Practicum in Counseling**

To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients.

*100 hrs*

**COCO 719 Individual Supervision**

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

**COCO 723 Transition from School to Adult Living for Youth with Disabilities**

Services, programs, and processes for facilitating the transition of youth with disabilities and youth at risk from school to work, postsecondary education, independent living and adult roles.

**COCO 725 and 726 Internships in Counseling**

Two semesters (8 credits) of continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles and responsibilities of the counselor.

**COCO 725 Internship in Counseling I**

*prereq: 24 cr in required courses or the approved equivalent; permission of college fieldwork supervisor required.  
each 300 hrs to be arranged in selected field settings, 4 cr*

**COCO 726 Internship in Counseling II**

As above, the second half.

*prereq: COCO 725  
each 300 hrs to be arranged in selected field settings, 4 cr*

**COCO 727, 728 Special Topics in Counseling**

Study of significant issues, problems and emerging trends in counseling.

**COCO 735 Seminar in Chemical Dependency: Counseling Skills and Techniques**

Introduces students to the various types of counseling involved in working with people who are chemically dependent. Students will have the opportunity to test skills and techniques necessary for counseling in a variety of settings that serve people with chemical dependencies.

**COCO 741 Independent Study**

Students will carry out independent project approved by faculty and supervised by a staff member.

*15 hrs (supervised), 1 cr*

**COCO 742 Independent Study**

Students will carry out independent project approved by faculty and supervised by a staff member.

*30 hrs (supervised), 2 cr*

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### **COCO 743 Independent Study**

Students will carry out independent project approved by faculty and supervised by a staff member.

*45 hours (supervised), 3 cr*

### **COUNR 716 Resources and Foundations of Rehabilitation**

History, philosophy and principles of the vocational rehabilitation process. Economic, legal, ethical and social issues influencing rehabilitation services. Observation of services available in state, city and private agencies.

### **COUNR 720 Medical Aspects of Disability**

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

### **COUNR 730 Counseling with the Aging**

Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

### **COUNS 717 Foundation of School Counseling**

History, philosophy, legal and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

### **COUNS 720 Culminating Seminar in School Counseling**

With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review.

### **ECC 703 Early Childhood Curriculum: Birth through Grade 2**

Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

*prereq or coreq: ECF 700*

*45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels.*

### **ECC 704 Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. *Not for Program 1 students; see ECC 705 and 706.*

*prereq or coreq: ECF 700*

### **ECC 704.FW Language and Literacy: Birth through Grade 2**

Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. 15 hours of fieldwork evaluating early literacy environments is required. *Registration is restricted to Masters in Literacy Program.*

*prereq or coreq: EDLIT 739.01*

### **ECC 705 Language and Literacy: Birth through Kindergarten**

Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. *Not for Program 2 students.*

*prereq or coreq: ECF 700*

### **ECC 706 Language and Literacy: K through Grade 2**

Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. *Not for Program 2 students.*

*prereq or coreq: ECC 705*

### **ECC 707 Language and Literacy: English Language Learners**

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 704 prereq or, 705, or 706*

*15 hrs, 1 cr*

### **ECC 708 Children with Special Needs Birth through Grade 2**

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq ECC 703; prereq or coreq: ECF 702*

*45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels*

### **ECC 709 Mathematical and Scientific Thinking in Early Childhood**

Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers and teachers in meeting the needs of diverse learners is examined.

*prereq or coreq: ECC 703*

### **ECC 710 Early Childhood Mathematics Birth through Grade 2**

Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool and grade K-2 settings. *Required in Program 1.*

*prereq or coreq: ECC 703*

### **ECC 711 Science in Early Childhood Education Birth through Grade 2**

Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool and grade K-2 settings. *Required in Program 1.*

*prereq or coreq: ECC 703*

### **ECC 712 Pre-Student Teaching Field Placements in Early Childhood**

This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: pre-kindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

*prereq: ECC 703*

*15 hrs of seminar plus 50 hrs in the field, 1 cr*

### **ECC 713 The Expressive Arts in Early Childhood**

Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

### **ECC 714 Health, Safety and Nutrition in Early Childhood**

This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence and fire safety are included.

*prereq or coreq: ECF 700*

### **ECC 715 Educational Technology in Early Childhood**

Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

*prereq or coreq: none*

*15 hrs, 1 cr*

### **ECC 716 Student Teaching in Early Childhood Settings**

Two student-teaching placements of 20 days each at different age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience. (Birth-3, Pre-K-grade 2)

*prereq: ECF 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712*

*30 hrs of seminar plus 40 days of student teaching*

**ECC 716.50 Student Teaching Experiences in Early Childhood Settings for Students in the Bilingual Extension: 40 Days**

Two student teaching placements of 20 days each at different age/grade levels (Pre-K, K, grades 1–2) that supplement pre-student teaching field experience. Placements will be in a bilingual setting.

*prereq: ECC 702; ECC 703, 704 or 705 and 706, 708, 709 and, for Program I students only, ECC 712; BILED 711, 711.50, 778 30 hrs of seminar plus 40 days of student teaching*

**ECC 717 Supervised Practicum in Early Childhood**

Teaching practicum for students in early-childhood education. Students who take **ECC 717** must also complete **ECC 718**. *Not for students who have completed ECC 716.*

*prereq: ECC 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712 15 hrs of seminar plus conferences, 1 cr*

**ECC 717.50 Supervised Practicum in Early Childhood in a Bilingual Setting**

Teaching practicum in Pre-K, K, or grades 1 or 2 for students in early childhood education with a bilingual extension. Students who take **ECC 717.50** must also complete **ECC 718.50**. This practicum must be in an age/grade level different from the student teaching placement in **ECC 718.50**. *Not for students who have completed ECC 716.50.*

*prereq: ECC 702; ECC 703, 704 or 705 and 706, 708, 709, and for Program I students only, ECC 712; BILED 711, 711.50 and 778 15 hrs of seminar plus conferences, 1 cr*

**ECC 718 Early Childhood Student Teaching**

Student teaching for 20 days at one age/grade level: Pre-K, K, or grades 1–2. Students who take **ECC 718** must also complete **ECC 717**. *Offered during the summer. Not for students who have completed ECC 716.*

*prereq: ECC 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712 15 hrs of seminar plus 20 days of student teaching, 2 cr*

**ECC 718.50 Early Childhood Student Teaching in a Bilingual Setting**

Student teaching for 20 days in Pre-K, K, or grades 1–2 but not the same age/grade level as in **ECC 717.50**. Students who take **ECC 718.50** must also complete **ECC 717.50**. *Offered during the summer. Not for students who have completed ECC 716.50.*

*prereq: ECC 702; ECC 703, 704 or 705 and 706, 708, 709, and for Program I students only, ECC 712; BILED 711, 711.50 and 778 15 hrs of seminar plus 20 days of student teaching, 20 days, 2 cr*

**ECC 719.51, .52, .53 Special Topics in Early Childhood Education**

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

*prereq: special permission of an early childhood education adviser 15, 30, and 45 hrs, 1, 2, and 3 cr*

**ECC 720 Integrative Seminar in Early Childhood Education**

Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

*prereq: ECC 701, 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711*

**ECF 700 Child Development: Birth to Age Eight**

Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

*prereq or coreq: none 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels*

**ECF 701 Social and Historical Contexts of Early Childhood Education**

Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, child-care centers, schools and communities in urban settings.

**ECF 702 Assessment in Early Childhood Education: Birth through Grade 2**

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECC 700*

**EDC 703 Teaching Science in the Elementary School**

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: EDCF 700, EDF 709*

**EDC 703.50 Teaching Science in the Elementary School**

For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

*prereq or coreq: EDF 709*

**EDC 704 Teaching Developmental Reading**

The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored. *Includes 10 hrs of fieldwork.*

*prereq or coreq: EDCF 700, EDF 709*

**EDC 704.50 Teaching Developmental Reading**

For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored. *Includes 10 hrs of fieldwork.*

*prereq or coreq: EDF 709*

**EDC 705 Mathematics Curriculum and Methods**

An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics. *Includes 10 hrs of fieldwork.*

*prereq or coreq: EDCF 700, EDF 709*

**EDC 705.50 Mathematics Curriculum and Methods**

For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics. *Includes 10 hrs of fieldwork.*

*prereq or coreq: EDF 709*

**EDC 707 The Arts: An Interdisciplinary Learning Experience**

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1–6.

*prereq or coreq: EDCF 700, EDF 709*

**EDC 712 Advanced Methods of Teaching Math in Elementary Schools**

Ways to set up and monitor mathematical investigations designed to promote flexible problem solving, active learning, finding patterns, reasoning logically, formulating and verifying hypotheses. Error analysis and remediation.

*prereq: EDC 705*

**EDC 713 Advanced Methods of Teaching Elementary School Science**

The major goal of the advanced methods course is to continue to develop a foundation for the growth of the professional science educator. Through selective experiences the course will focus on advanced instructional styles and strategies. In addition, the course includes working with students from culturally diverse backgrounds, working with special needs students, using multimedia technology effectively, and working with parents and the community.

*prereq: EDCF 700, EDC 703, EDF 709*

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### **EDC 714 Advanced Educational Technology for Elementary School Teachers**

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

*prereq: EDCF 700, EDF 709, and a course on computers or demonstrated literacy in basic computer skills and tool applications (word processing, spreadsheets, database, and presentation as well as the Internet)*

### **EDC 715 Fieldwork: Reading and Social Studies**

Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

*prereq: EDCF 700, EDF 709; coreq: EDC 730 and 722*  
75 hrs. of fieldwork, 1 cr

### **EDC 716 Educational Technology in Mathematics and Science Teaching/Learning**

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

### **EDC 717 Independent Study in Curriculum and Teaching**

Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

*permission of faculty adviser and chairperson required*  
1 cr

### **EDC 718 Independent Study in Curriculum and Teaching**

Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree

*permission of faculty adviser and chairperson required.*  
2 cr

### **EDC 719 Independent Study in Curriculum and Teaching**

Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

*permission of faculty adviser and chairperson required*  
3 cr

### **EDC 722 Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology**

Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process and organize knowledge.

*prereq: EDCF 700, EDF 709;*  
*coreq: EDC 715 and 730*  
30 hrs, 2 cr

### **EDC 722.50 Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology**

For students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

*prereq or coreq: EDF 709*  
30 hrs, 2 cr

### **EDC 724 Student Teaching in Grades 1–3 and 4–6**

Supervised student teaching at two grade levels, 1–3 and 4–6, in an elementary school selected by Hunter College; four full days a week plus conferences and professional development workshops. *Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.*

*prereq: completion of 31 credits of course work or permission of the childhood education adviser*  
30 hrs of seminar plus 54-56 days of student teaching, 5 cr

### **EDC 725 Student Teaching in Grades 1–3**

Teacher candidates who take this course must also take **EDC 726** or **728**. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, **EDC 728**:

**Practicum in grades 4–6.** *Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 727.*

*prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser*  
30 hrs of seminar plus 25 days of student teaching, 3 cr

### **EDC 726 Student Teaching in Grades 4–6**

Teacher candidates who take this course must also take **EDC 725** or **727**. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, **EDC 727**:

**Practicum in grades 1–3.** *Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 728.*

*prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser*  
30 hrs of seminar plus 25 days of student teaching, 3 cr

### **EDC 727 Practicum in Grades 1–3**

Teacher candidates who take this course must also take **EDC 726** or **728**. *Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 725.*

*prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser*  
30 hrs of seminar plus supervision and conferences, 2 cr

**EDC 728 Practicum in Grades 4–6**

Teacher candidates who take this course must also take **EDC 726** or **727**. *Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 726.*

*prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser*

*30 hrs of seminar plus supervision and conferences, 2 cr*

**EDC 729 Fieldwork in General Education for Special Educators**

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. *Students receiving a grade of C+ or C in fieldwork must apply to the chairperson for permission to reregister for the course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.*

*prereq: EDF 709, EDC 704.50 and 705.50*

*15 hrs of seminar plus 50 hrs fieldwork, 1 cr*

**EDC 729.50 Fieldwork in General Childhood Education for Bilingual Educators**

Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. *Students receiving a grade of C+ or C in fieldwork must apply to the chairperson for permission to reregister for the course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.*

*prereq: EDF 709; BILED 701*

*15 hrs of seminar plus 50 hrs fieldwork, 1 cr*

**EDC 730 Perspectives on Literacy Across the Content Areas**

Literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

*prereq: EDC 700; EDF 709 and 715;*

*EDC 704; coreq: EDC 715 and 722*

*30 hrs, 2 cr*

**EDC 738 The English Language: Theories and Pedagogical Implications**

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

**EDC 740 Contemporary Mathematics in the Elementary School**

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

**EDC 742 Workshop Seminar in Elementary School Mathematics/Science**

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

**EDC 743 Research Seminar in Mathematics/Science Education**

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

**EDC 744 Development of Mathematical/Scientific Concepts in Children**

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

**EDC 760 Special Topics in the Arts**

The theory and application of children's artistic development. Course includes visual arts contents, instructional techniques, technology, materials and their use across the elementary school curriculum. Through hands-on workshops the teacher candidate will understand how to plan and utilize a visual arts curriculum to enhance student's cognitive, perceptual, expressive and imaginative abilities.

*prereq: EDC 707*

**EDC 776 Planet Earth: Life Science, Environmental and Earth Science for Elementary School Teachers**

Concepts in the biological sciences, ecological and earth sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

**EDC 777 Physical Science Background for Elementary Teachers**

Concepts in the physical sciences, chemistry and physics, necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

**EDCF 700 The Art and Science of Effective Teaching**

This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored.

*prereq or coreq: EDF 709*

*Includes 5 hrs of fieldwork*

**EDESL 705 Structure of English: A Pedagogical View**

The total grammatical system of English seen functionally and pedagogically. Students examine research on various English language structures and develop optimum teaching approaches for presenting these structures. *Required of students in Programs One, Two, and the Adult Program.*

*prereq: LING 701 or permission of TESOL adviser*

**EDESL 780 Seminar in Educational Research (Master's Essay)**

A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. Registration by adviser's approval only. Elective for all students.

*prereq: completion of 24 credits and permission of TESOL adviser*

**EDESL 781 Curriculum and Materials in TESOL**

Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook series for children and adults, dictionaries, computer-assisted learning materials, video programs and others). Attention is given to classroom management tasks, setting up and exploiting various learning environments, and general literacy concerns. Twenty-five hours of field experience/observation is a part of this course. *Required of students in Programs One, Two, and the Adult Program.*

*prereq: LING 701, EDESL 783 or permission of TESOL adviser*

**EDESL 782 TESOL in Adult Education**

A treatment of effective TESOL practices, classroom management, and learning environments appropriate to the adult classroom. Twenty-five hours of field experience/observation is a part of this course. Required of students in the **Adult Program** and an elective for students in the **Pre-K–12 Programs One and Two** who have been waived from a required course.

*prereq: LING 701, EDESL 783 or permission of TESOL adviser*

## EDUCATION COURSE LISTINGS

### **EDESL 783 Methodology of Teaching English to Speakers of Other Languages**

An overview of classroom options for teaching English to second language learners. The course covers options for classroom management and setting up learning environments. A field experience is a part of this course: 1) For Program One (Pre-K–12 students without certification), 25 hours of in-school participation is required plus **EDESL 783.50**, which requires 50 hours of participation; 2) for Pre-K–12 students with certification, 25 hours, which may be met through one's own teaching if currently teaching ESL; and 3) for students in the adult track, 25 hours. *Required of students in Programs One, Two, and the Adult Program.*

### **EDESL 783.50 Field Experience for Students without Prior Certification**

Supervised field experience in the teaching of English to speakers of other languages in grades Pre-K through 12. Students meld theory and practice, apply and adapt methodologies, approaches, and techniques to the needs of diverse second-language learners, and assist the cooperating ESL teacher in general classroom practices. *Required of students in Pre-K–12 Program One.*

*coreq: EDESL 783*

*50 hours of in-school experience and 15 hours of seminar, 1 cr*

### **EDESL 784 Fieldwork in TESOL with Adults**

Teaching practicum in a field setting with adult learners of English in the Community Outreach Program in English (COPE) on Saturdays. (Sabbath observers meet during the week.) During a weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments. *Required of students in the Adult Program.*

*prereq: completion of 24 credits or permission of TESOL adviser.*

*60 hrs, 3 cr*

### **EDESL 785.10 Supervised Student Teaching in the Elementary School: Pre-K–6**

Supervised student teaching in Pre-K through grade 6 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in Pre-K–6; (2) Students with prior certification in another area must teach 20 days in Pre-K–6. *Required of students in Programs One and Two.*

*prereq: completion of 30 credits or permission of TESOL adviser*

*15 hr seminar plus student teaching and conferences, 2 cr*

*N.B. Students should not take EDESL 788.10 if they are in this course.*

### **EDESL 785.20 Supervised Student Teaching in the Secondary School: Grades 7–12**

Supervised student teaching in grades 7 through 12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in grades 7 through 12; (2) Students with prior certification in another area must teach 20 days in grades 7 through 12. *Required of students in Programs One and Two.*

*prereq: completion of 30 credits or permission of TESOL adviser*

*15 hr seminar plus student teaching and conference, 2 cr*

*N.B. Students should not take EDESL 788.20 if they are in this course*

### **EDESL 786 Phonetics of American English**

Phonological (phonetic and phonemic) analysis of contemporary American speech. *Required of students in the Adult Program and for students in Pre-K–12 Programs One and Two who have been waived from a required course.*

*prereq: LING 701 or permission of TESOL adviser*

### **EDESL 787 TESOL for Children: Pre-K–12**

Applications of methods, techniques, and approaches for teaching English as a second/foreign language to children. Intensive treatment coverage of classroom management and the setting and exploitation of learning environments. A field experience is a part of this course: 1) For Pre-K–12 students without certification, 25 hours of in-school observation is required and 2) for Pre-K–12 student with certification, 25 hours. *Required of students in both Pre-K–12 Programs One and Two.*

*prereq: LING 701, EDESL 783 or permission of TESOL adviser*

### **EDESL 788.10 Supervised Practicum in the Elementary School: Pre-K–6**

Teaching practicum at the elementary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. *For students in Programs One and Two who teach ESL in an elementary school setting.*

*prereq: completion of 30 credits or permission of TESOL adviser*

*15 hr seminar plus supervised teaching and conferences, 1 cr*

*N.B. Students should not take EDESL 785.10 if they are in this course.*

### **EDESL 788.20 Supervised Practicum in the Secondary School: Grades 7–12**

Teaching practicum at the secondary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. *For students in Programs One and Two who teach ESL in a secondary school setting.*

*prereq: completion of 30 credits or permission of TESOL adviser*

*15 hr seminar plus supervised teaching and conferences, 1 cr*

*N.B. Students should not take EDESL 785.20 if they are in this course.*

### **EDESL 789 Selected Topics in TESOL**

An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, materials development. *Elective for students in the Adult Program and for students in the Pre-K–12 Programs One and Two who have been waived from a required course.*

*prereq: LING 701 or permission of TESOL adviser*

### **EDESL 790 Technology in TESOL: Adults**

Through reading, class discussions, demonstrations, and hands-on applications, students are introduced to a range of technologies available to adult language learners in the computer laboratory, through distance learning, and on the Internet; students are also exposed to procedures in computer-assisted language learning (CALL) and computer-assisted instruction (CAI). *An elective for students in the Adult Program and for students in Programs One and Two who have been waived from a required course.*

### **EDESL 791 Language Assessment in TESOL**

An in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. *Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.*

*prereq: LING 701 or BILED 771; pre- or coreq: EDESL 705 or permission of TESOL adviser.*

### **EDESL 792 Second Language Literacy: Reading and Writing, Pre-K–12**

An in-depth treatment of theory and practice in the teaching of literacy skills, specifically reading and writing, to English language learners in the public schools. *Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.*

*prereq: LING 701, EDESL 705 or permission of TESOL adviser; EDC 704*

### **EDESL 793 Technology in TESOL: Pre-K–12**

This mini-course covers basic technology and computer operations/concepts (second language learning software; accessing, generating, manipulating data, and publishing results); the use of technology in personal/professional growth; and the applications of technology for language instruction. *Required of students in both Programs One and Two and an elective in the Adult Program.*

*15 hours, 1 cr*

### **EDESL 794 Teaching ESL Students with Disabilities: Pre-K–12**

Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs. *Required of students in Programs One and Two.*

*15 hrs, 1 cr*

**EDESL 795 Health Education for Teachers of ESL: Pre-K–12**

An overview of health promotion and wellness for teachers of ESL students from diverse ethnic/cultural backgrounds and different abilities in grades Pre-K through grade 12. It includes child abuse and neglect, drug education, fire safety education, nutrition and fitness, and violence prevention. *Required of students in Programs One and Two.*  
15 hrs, 1 cr

**EDF 706 Social, Historical, Philosophical Foundations of Education: The American School**

An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

**EDF 706.50 Social, Historical, Philosophical Foundations of Education: The American School**

For students pursuing dual certification in childhood special education and childhood education. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.  
*prereq or coreq: EDF 709*

**EDF 708 Social, Historical, Philosophical Foundations: The American School**

Issues and themes in the social foundations of education viewed from a multidisciplinary perspective.  
*prereq or coreq: BILED 701 and EDF 709*  
30 hrs, 2 cr

**EDF 709 Child Development**

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth. Includes 5 hrs of fieldwork.

**EDF 710 Educational Psychology**

Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds. *Required of students in Pre-K–12 Program One.*  
*prereq: EDF 709 or the equivalent*

**EDF 715 Diversity in the American School**

Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

**EDF 716 Assessment of Teaching and Learning**

Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.  
*prereq: EDCF 700, EDF 709*

**EDF 717 Independent Study in Educational Foundations**

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.  
*Permission of faculty adviser and chairperson required.*  
1 cr

**EDF 718 Independent Study in Educational Foundations**

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.  
*Permission of faculty adviser and chairperson required.*  
2 cr

**EDF 719 Independent Study in Educational Foundations**

Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.  
*Permission of faculty adviser and chairperson required.*  
3 cr

**EDF 750 Special Topics in Diversity**

An examination of the history and adaptation of diverse groups in the U.S. and their experience in the American educational system. Emphasis is on the role of culture, structure and policy in facilitating and/or hindering opportunities for these groups to achieve educational equity.  
*prereq: EDCF 700, EDF 709; prereq or coreq: EDF 706.*

**EDF 792 Integrative Seminar: Research in Childhood Education**

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.  
*prereq: completion of 31 credits of course work including EDC 730 and EDF 716 or permission of the childhood education adviser.*

**EDLIT 730 Language, Literacy and Learning in School Contexts: Grades 1–6**

Psychological, anthropological, socio-linguistic and sociological theories on the interrelationship between language, literacy and learning. Development and documentation of the effects of strategies for building community and promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools. Includes 15 hours in the field analyzing language use of ESL learners.  
*prereq or coreq: ECC 704.FW (field work) and EDLIT 735*

**EDLIT 731 Literacy Assessment: Birth Through Grade 6**

Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards. Includes 15 hours in the field assessing diverse learners.  
*prereq or coreq: ECC 704.FW (field work) and EDLIT 735*

**EDLIT 732 Children's Literature**

Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined. Includes 5 hours in a classroom-based dramatic demonstration.

**EDLIT 733 Theories and Process of Teaching Writing: Pre-K Through Grade 6**

Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated. Includes 15 hours in the field observing and analyzing writing development.

**EDLIT 734 Literacies within the Disciplines: K Through Grade 6**

Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts. Includes 10 hours in a classrooms focused on older learners (grades 3–6) and content area literacy.  
*prereq or coreq: ECC 704.FW (field work) and EDLIT 735; coreq: EDLIT 739.02*

**EDLIT 735 Instructional Approaches to Literacy: K Through Grade 6**

Historical background and research on the objectives, methods, and materials pertinent to the curriculum for teaching of reading on the elementary levels. Includes 15 hours in the field adapting instruction, materials, and/or curricula for enrichment, ESL, or special needs learners.  
*coreq: EDLIT 739.03*

**EDLIT 736 Diagnosis of Reading Difficulties**

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills. Includes 15 hours of diagnosis, under supervision, of students with reading difficulties.  
*prereq: EDLIT 731*

**EDLIT 737 Practicum in Remedial Reading**

Theoretical consideration and procedures in the instruction of students with reading difficulties. Includes 20 hours of supervised remedial sessions with individual students on-site at Hunter College.  
*prereq: EDLIT 736*

**EDLIT 738 Literacy Programs: Organization and Resources**

Seminar of a survey of literacy programs in diverse settings utilizing a range of techniques and organizational approaches in the literacy instruction of students, with and without discernible reading difficulties. Includes 15 hours of survey for the enhancement of literacy programs.  
*prereq: EDLIT 731*

## EDUCATION COURSE LISTINGS

### **EDLIT 739.01 Delays in Early Language and Literacy Development in Young Children with Special Needs**

Historical, theoretical and research-based teaching practice issues related to literacy and language instruction for children with special needs, ages birth through second grade. Includes 5 hours observation in an inclusive early childhood setting or a program with special needs focus.

*coreq: ECC 704.FW*  
15 hrs, 1 cr

### **EDLIT 739.02 Special Needs Issues in Literacies within the Curriculum**

Adaptation, modification and management of instruction, curriculum, the learning environment, materials and technology across the curriculum for children with special learning needs.

*coreq: EDLIT 734*  
15 hrs, 1 cr

### **EDLIT 739.03 Adaptations and Modifications in Approaches to Literacy for Students with Special Needs**

Adaptation and modification of instructional strategies, technology and curriculum in literacy for full inclusion of children with disabilities.

*coreq: EDLIT 735*  
15 hrs, 1 cr

### **EDLIT 740 Leadership in Literacy**

Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the Master's in Literacy Program. Fundamentals of leadership are explored in the context of communication, supervision and support of literacy programs.

*prereq: minimum of 27 cr in the literacy program*

### **EDLIT 741 Selected Topics**

In-depth study of emerging areas related to literacy education for children birth through grade 6.

*prereq or coreq: approval of the instructor*

### **EDLIT 742 Practicum in Literacy**

Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood level and one at the childhood level.

*prereq: 15 to 18 credit hours in the Literacy master's program*  
15 hr seminar plus 50 hrs in the field, 1 cr

### **GEOG 709.57 Geography of The New York Metropolitan Area**

The course provides a historical and contemporary geography of the New York Metropolitan area structure around the New York State Social Studies Core Curriculum and the National Geography Standards. The course will address the relationship between the physical and social geographies of the five boroughs and the surrounding areas of the Hudson and Long Island; the impacts of significant historical and political events on the region's social and economic geography; and the impacts of changing transportation modes in the evolution of the region,

### **HED 714 Health Education for the Classroom Teacher**

The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

*prereq or coreq: EDCF 700, EDF 709*

### **HED 715 Health Education for Special Educators**

An overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

*prereq or coreq: none*  
15 hrs, 1 cr

### **LATED 712 Methods 1: Classroom Organization, Management and Assessment of Instruction in Latin**

Familiarizes prospective teachers of grades 7–12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Close work with the design and evaluation of classroom lessons and materials in the context of national and state standards will be emphasized.

*prereq: completion of 18 credits of graduate Latin courses; prereq or coreq: SEDF 704, SEDC 710*

### **LATED 713 Methods 2: Teaching for Diverse Learners in Latin**

Familiarizes prospective teachers of grades 7–12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a student-centered classroom will be emphasized.

*prereq: LATED 712, SEDF 703; prereq or coreq: SEDF 705*  
30 hrs plus 36 hrs fieldwork, 2 cr

### **LATED 731 Student Teaching in Latin, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program.

*prereq: LATED 713; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

**LATED 741.10 Practicum in Latin, Grades 7–9**  
Supervised practicum in the teaching of Latin in grades 7–9. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take **LATED 741.10** must also take either **LATED 751.20** or **LATED 741.20**.

*prereq: LATED 713; prereq or coreq: SEDF 706*  
30 hrs plus conferences, 2 cr

### **LATED 741.20 Practicum in Latin, Grades 10–12**

Supervised practicum in the teaching of Latin in grades 10–12. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take **LATED 741.20** must also take either **LATED 751.10** or **LATED 741.10**.

*prereq: LATED 713; prereq or coreq: SEDF 706*  
30 hrs plus conferences, 2 cr

### **LATED 751.10 Student Teaching in Latin, Grades 7–9**

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who enroll in **LATED 751.10** must also complete **LATED 751.20** or **LATED 741.20**.

*prereq: LATED 713; prereq or coreq: SEDF 706*  
30 hrs plus 30 days and conferences, 3 cr

### **LATED 751.20 Student Teaching in Latin, Grades 10–12**

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who enroll in **LATED 751.20** must also complete **LATED 751.10** or **LATED 741.10**.

*prereq: LATED 713; prereq or coreq: SEDF 706*  
30 hrs plus 30 days and conferences, 3 cr

### **LING 701 Introduction to General Linguistics**

The study of the basic components of linguistics and their applications to language teaching and first- and second-language literacy. Required of students in **Programs One, Two,** and the **Adult Program**.

**LING 773 Theory and Research of Second Language Acquisition**

A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and the classroom. Required of students in **Programs One, Two,** and the **Adult Program.**

*prereq:* **LING 701**, *prereq or coreq:* **EDESL 705** or permission of TESOL adviser

**\*MUSED 677 Methods of Teaching Instrumental Music, Grades Pre-K–12**

Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching and conducting techniques, including a review of principles of performance for strings, woodwinds, brass and percussion; classroom management strategies; supervised fieldwork in applying these topics.

*45 hrs plus 18 hrs of fieldwork, 2 cr*

**\*MUSED 678 Methods of Teaching Vocal and General Music, Grades Pre-K–12**

Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching and conducting techniques; an overview of technology, content and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

*prereq:* **MUSED 677**; *prereq or coreq:* **SEDF 705, SEDC 710**

*45 hrs plus 18 hrs fieldwork, 2 cr*

*\*These courses are offered in the Music Department, but they are part of the Music Education course of study.*

**SEDF 703 Social Foundations of Adolescence Education**

Students explore in depth different sociological, historical, philosophical, anthropological and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities and the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

**SEDF 704 Adolescent Development, Grades 7–12**

The process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

*30 hrs, plus 36 hrs fieldwork, 2 cr*

**SEDF 705 Educational Psychology: Applications to Adolescence Education**

Prepares teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students and assessing their learning.

*prereq:* **SEDF 704**

*30 hrs, plus 36 hrs fieldwork, 2 cr*

**SEDF 706 Assessment of Teaching and Learning in Adolescence Education**

Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

*prereq:* **SEDF 705; SEDC 710**  
*30 hrs, plus lab, 2 cr*

**SEDC 710 Building the Foundations of Literacy in Adolescence Education**

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

**SEDC 711 Advanced Study of Young Adult Literature in Our Diverse Society**

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

*prereq or coreq:* **SEDF 703, SEDF 704**

**SEDC 712 Methods I: Intensive Study of Classroom Organization, Management and Assessment of Instruction in Languages Other Than English, Grades 7–12**

Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement and evaluate lessons in the context of state and city standards for learning in grades 7–12.

*prereq or coreq:* **SEDF 703, SEDF 704**

**SEDC 713 Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science**

Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

*prereq or coreq:* **SEDF 703, SEDF 704**

**SEDC 715 Methods I: Intensive Study of Classroom Organization, Management and Assessment of Instruction in Social Studies, Grades 7–12**

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

*prereq or coreq:* **SEDF 703, SEDF 704**

**SEDC 720 Adolescent Health and Safety**

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

*prereq:* **SEDF 704**  
*15 hrs. 1 cr*

**SEDC 721 Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12**

Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. These presentations will be videotaped for further self-analysis at home. New York State and City teaching standards will be applied throughout the course.

*prereq:* **SEDC 711**; *prereq or coreq:* **SEDF 705, SEDC 710**

*30 hrs plus 36 hrs fieldwork, 2 cr*

**SEDC 722 Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq:* **SEDC 712**; *prereq or coreq:* **SEDF 705, SEDC 710**

*30 hrs plus 36 hrs fieldwork, 2 cr*

**SEDC 723 Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq:* **SEDC 713**; *prereq or coreq:* **SEDF 705, SEDC 710**

*30 hrs plus 36 hrs fieldwork, 2 cr*

## EDUCATION COURSE LISTINGS

### **SEDC 724 Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 713; prereq or coreq: SEDF 705, SEDC 710*  
30 hrs plus 36 hrs fieldwork, 2 cr

### **SEDC 725 Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12**

Familiarizes prospective middle and high school teachers, grades 7–12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

*prereq: SEDC 715; prereq or coreq: SEDF 705, SEDC 710*  
30 hrs plus 36 hrs fieldwork, 2 cr

### **SEDC 751 Student Teaching in English, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 721; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 752.01 Student Teaching in French, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 722; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 752.02 Student Teaching in Italian, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 722; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 752.03 Student Teaching in Spanish, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 722; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 753 Student Teaching in Mathematics, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 723; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 754.01 Student Teaching in Biology, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 724; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 754.02 Student Teaching in Chemistry, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 724; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 754.03 Student Teaching in Physics, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 724; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 754.04 Student Teaching in Earth Science, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 724; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 755 Student Teaching in Social Studies, Grades 7–12**

Teacher candidates complete 30 days of student teaching at grades 7–9 and 30 days at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 725; prereq or coreq: SEDF 706*  
30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 756 Student Teaching in Music, Pre-K–12**

Teacher candidates complete 30 days of student teaching at Grades Pre-K–6 and 30 days at Grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: MUSED 678; prereq or coreq: SEDF 706*

30 hrs, 60 days student teaching plus workshops and conferences, 5 cr

### **SEDC 761.10 Student Teaching in English, Grades 7–9**

Students who enroll in **SEDC 761.10** must also complete **SEDC 761.20** or **SEDC 771.20**.

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 721; prereq or coreq: SEDF 706*  
30 hours, 30 days student teaching plus conferences, 3 cr

### **SEDC 761.20 Student Teaching in English, Grades 10–12**

Students who enroll in **SEDC 761.20** must also complete **SEDC 761.10** or **SEDC 771.10**.

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 721; prereq or coreq: SEDF 706*  
30 hrs, 30 days student teaching plus conferences, 3 cr



## EDUCATION COURSE LISTINGS

### **SEDC 764.24 Student Teaching in Earth Science, Grades 10–12**

Students who enroll in **SEDC 764.24** must also complete **SEDC 764.14** or **SEDC 774.14**. Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. They will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus 30 days and conferences, 3 cr*

### **SEDC 765.10 Student Teaching in Social Studies, Grades 7–9**

Students who enroll in **SEDC 765.10** must also complete **SEDC 765.20** or **SEDC 775.20**.

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 725; prereq or coreq: SEDF 706  
30 hrs, 30 days student teaching plus conferences, 3 cr*

### **SEDC 765.20 Student Teaching in Social Studies, Grades 10–12**

Students who enroll in **SEDC 765.20** must also complete **SEDC 765.10** or **SEDC 775.10**.

Teacher candidates complete 30 days of student teaching at grades 10–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: SEDC 725; prereq or coreq: 706  
30 hrs, 30 days student teaching plus conferences, 3 cr*

### **SEDC 766.10 Student Teaching in Music, Grades Pre-K–6**

Students who enroll in **SEDC 766.10** must also complete **SEDC 765.20** or **SEDC 775.20**.

Teacher candidates complete 30 days of student teaching at grades Pre-K–6 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: MUSED 678; prereq or coreq: SEDF 706  
30 hrs, 30 days student teaching plus conferences, 3 cr*

### **SEDC 766.20 Student Teaching in Music, Grades 7–12**

Students who enroll in **SEDC 766.20** must also complete **SEDC 765.10** or **SEDC 775.10**.

Teacher candidates complete 30 days of student teaching at grades 7–12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

*prereq: MUSED 678; prereq or coreq: SEDF 706*

*30 hrs, 30 days student teaching plus conferences, 3 cr*

### **SEDC 771.10 Practicum in English, Grades 7–9**

Supervised practicum for teachers of English in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 771.10** must also take either **SEDC 761.20** or **SEDC 771.20**.

*prereq: SEDC 721; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

### **SEDC 771.20 Practicum in English, Grades 10–12**

Supervised practicum for teachers of English in grades 10–12 in a New York City school.

Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 771.20** must also take either **SEDC 761.10** or **SEDC 771.10**.

*prereq: SEDC 721; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

### **SEDC 772.11 Practicum in French, Grades 7–9**

Supervised practicum for teachers of French in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 772.11** must also take either **SEDC 762.21** or **SEDC 772.21**.

*prereq: SEDC 722; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

### **SEDC 772.12 Practicum in Italian, Grades 7–9**

Supervised practicum for teachers of Italian in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 772.12** must also take either **SEDC 762.22** or **SEDC 772.22**.

*prereq: SEDC 722; prereq or coreq: SEDF 706*

*30 hrs plus conferences, 2 cr*

### **SEDC 772.13 Practicum in Spanish, Grades 7–9**

Supervised practicum for teachers of Spanish in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 772.13** must also take either **SEDC 762.23** or **SEDC 772.23**.

*prereq: SEDC 722; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

### **SEDC 772.21 Practicum in French, Grades 10–12**

Supervised practicum for teachers of French in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 772.21** must also take either **SEDC 762.11** or **SEDC 772.11**.

*prereq: SEDC 722; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

### **SEDC 772.22 Practicum in Italian, Grades 10–12**

Supervised practicum for teachers of Italian in grades 10–12 in a New York City school.

Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 772.22** must also take either **SEDC 762.12** or **SEDC 772.12**.

*prereq: SEDC 722; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

### **SEDC 772.23 Practicum in Spanish, Grades 10–12**

Supervised practicum for teachers of Spanish in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 772.23** must also take either **SEDC 762.13** or **SEDC 772.13**.

*prereq: SEDC 722; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

### **SEDC 773.10 Practicum in Mathematics, Grades 7–9**

Supervised practicum for teachers of mathematics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 773.10** must also take either **SEDC 763.20** or **SEDC 773.20**.

*prereq: SEDC 723; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

### **SEDC 773.20 Practicum in Mathematics, Grades 10**

Supervised practicum for teachers of mathematics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 773.20** must also take either **SEDC 763.10** or **SEDC 773.10**.

*prereq: SEDC 723; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 774.11 Practicum in Biology,  
Grades 7–9**

Hunter College-supervised practicum for teachers of biology in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 774.11** must also take either **SEDC 764.21** or **SEDC 774.21**.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 774.12 Practicum in Chemistry,  
Grades 7–9**

Supervised practicum for teachers of chemistry in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 774.12** must also take either **SEDC 764.22** or **SEDC 774.22**.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 774.13 Practicum in Physics,  
Grades 7–9**

Hunter College-supervised practicum for teachers of physics in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 774.13** must also take either **SEDC 764.23** or **SEDC 774.23**.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 774.14 Practicum in Earth Science,  
Grades 7–9**

Hunter College-supervised practicum for teachers of earth science in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 774.14** must also take either **SEDC 764.24** or **SEDC 774.24**.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 774.21 Practicum in Biology,  
Grades 10–12**

Hunter College-supervised practicum for teachers of biology in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 774.21** must also take either **SEDC 764.11** or **SEDC 774.11**.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 774.22 Practicum in Chemistry,  
Grades 10–12**

Supervised practicum for teachers of chemistry in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 774.22** must also take either **SEDC 764.12** or **SEDC 774.12**.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 774.23 Practicum in Physics,  
Grades 10–12**

Hunter College-supervised practicum for teachers of physics in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 774.23** must also take either **SEDC 764.13** or **SEDC 774.13**.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 774.24 Practicum in Earth Science,  
Grades 10–12**

Hunter College-supervised practicum for teachers of earth science in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 774.24** must also take either **SEDC 764.14** or **SEDC 774.14**.

*prereq: SEDC 724; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 775.10 Practicum in Social Studies,  
Grades 7–9**

Supervised practicum for teachers of social studies in grades 7–9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 775.10** must also take either **SEDC 765.20** or **SEDC 775.20**.

*prereq: SEDC 725; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 775.20 Practicum in Social Studies,  
Grades 10–12**

Supervised practicum for teachers of social studies in grades 10–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 775.20** must also take either **SEDC 765.10** or **SEDC 775.10**.

*prereq: SEDC 725; prereq or coreq: SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 776.10 Practicum in Music,  
Grades Pre-K–6**

Supervised practicum for teachers of music in grades Pre-K–6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 776.10** must also take either **SEDC 766.20** or **SEDC 776.20**.

*prereq: MUSED 678; prereq or coreq:  
SEDF 706  
30 hrs plus conferences, 2 cr*

**SEDC 776.20 Practicum in Music,  
Grades 7–12**

Supervised practicum for teachers of music in grades 7–12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take **SEDC 776.20** must also take either **SEDC 766.10** or **SEDC 776.10**.

*prereq: MUSED 678; prereq or coreq:  
SEDF 706  
30 hrs plus conferences, 2 cr*

**SPED 700 Issues and Practices in Educating  
Students with Disabilities**

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

*includes 5 hrs of field experience*

**SPED 701 Assessment of Students with  
Disabilities**

The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

*prereq or coreq: SPED 700  
includes 15 hrs of field experience.*

**SPED 702 Classroom Management in Special  
Education and Inclusive Settings**

Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches.

*prereq or coreq: SPED 700  
includes 20 hrs of field experience*

**SPED 702.50 Classroom Management in  
Special Education and  
Inclusive Settings**

Develop skills in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies and psycho-educational approaches. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 700, SPED 790,  
SPED 791, or SPED 740, SPED 741  
includes 20 hrs of field experience*

**SPED 703 Inclusive Instruction in General  
Education Classrooms for  
Students with Learning and  
Behavior Disorders**

Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change and collaborative processes. Open to both special education and general education graduate students.

*prereq: SPED 700; coreq: current employment  
as a teacher or enrollment in student teaching;  
includes 10 hrs of field experience*

## EDUCATION COURSE LISTINGS

### **SPED 704 Issues in Teaching English Second Language Learners with Special Education Needs**

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

*prereq or coreq: SPED 700*  
15 hrs, 1 cr.

### **SPED 705 Use of Instructional Technology in Special Education**

Computer lab course focused on both broadly based and specialized applications for supporting students with learning disabilities, mild, moderate mental retardation and behavioral disorders. Focus on select number of tools and their multiple uses. Also, overview of specialized computer curriculum software, Web resources and assistive technology for students with severe disabilities.

*prereq or coreq: SPED 700*  
30 hrs lab, 1 cr.

### **SPED 706 Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling and access to technological support.

*prereq or coreq: SPED 700 or SPEDE 768*  
includes 10 hrs of field experience

### **SPED 706.50 Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities**

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 700 and SPED 790 or SPED 741*  
includes 10 hrs of field experience

### **SPED 707 Research Seminar: Issues in Special Education**

Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

*prereq or coreq: departmental permission based on the completion of 24 credits in special education*

### **SPED 710.51, 710.52, 710.53**

#### **Independent Study in Special Education**

Designed to allow advanced students to further their understanding and skill within special education. Students must obtain the approval and participation of a special education adviser to take **SPED 710.51** (1 cr), while both **SPED 710.52** (2 cr) and **710.53** (3 cr) require the additional approval of the department chairperson.

15-45 hrs, 1-3 cr

### **SPED 711.51, 711.52, 711.53**

#### **Independent Study in Deaf and Hard-of-Hearing**

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education. Students must obtain the approval and participation of their adviser to take **SPED 711.51** (1 cr), while both **SPED 711.52** (2 cr) and **711.53** (3 cr) require the additional approval of the department chairperson.

15-45 hrs, 1-3 cr

### **SPED 712.51, 712.52, 712.53**

#### **Independent Study in Blindness and Visual Impairment**

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education. Students must obtain the approval and participation of their adviser to take **SPED 712.51** (1 cr), while both **SPED 712.52** (2 cr) and **712.53** (3 cr) require the additional approval of the department chairperson.

15-45 hrs, 1-3 cr

### **SPED 713.51, 713.52, 713.53**

#### **Topics in Special Education**

In-depth study of one area relevant to teaching students with disabilities.

*prereq or coreq: SPED 700*  
15-45 hrs, 1-3 cr

### **SPED 720 American Sign Language I**

An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence.

Emphasizes ASL grammar, vocabulary, receptive and expressive skills, fingerspelling, numbers, and spatial and pronominal reference.

*prereq or coreq: SPED 700*  
90 hrs lab, 3 cr

### **SPED 721 American Sign Language II**

This intensive course continues material covered in **SPED 720**. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.

*prereq: SPED 720*  
90 hrs lab, 3 cr

### **SPED 722 The Study of ASL Educational Linguistics**

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescence. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

*prereq: SPED 721*  
60 hrs lab, 2 cr

### **SPED 730 Education of Students Who Are Deaf and Hard-of-Hearing**

History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion and use of technology.

*prereq or coreq: SPED 700*  
Includes 10 hours of field experience

### **SPED 731 Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1**

Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques and technology supports.

*prereq or coreq: SPED 730; coreq: SPED 732; must take SPED 733/734 in semester immediately following*  
includes 5 hrs of field experience  
fall only

### **SPED 732 Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 1**

On-site, supervised clinical teaching experience, providing intensive, specially designed instruction for students who are deaf and hard-of-hearing. Focus on special methods and techniques, technology, ongoing assessment and adaptation of instruction for language proficiency and literacy. Requires 20 clinical teaching hours at one age/grade level, grades 1-12, that does not overlap with pre-student-teaching field experience, student teaching or practicum.

*coreq: SPED 731; must take SPED 733/734 in semester immediately following*  
15 hrs seminar, plus 20 hrs lab, 2 cr  
fall only

### **SPED 733 Math and Across-the-Curriculum Adaptations for Students Who Are Deaf and Hard-of-Hearing: Methods 2**

Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life.

*prereq or coreq: SPED 700; prereq (immediate preceding semester): SPED 731/732; coreq: SPED 734*  
includes 5 hrs of field experience  
spring only

**SPED 734 Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 2**

Students must take concurrently with **SPED 733** and must take **SPED 731/32** in semester immediately preceding. Focus on developing math skills and abilities, as well as attention to literacy in science, social studies and other content areas, and the arts across the curriculum. Continuation of supervised, intensive, one-to-one clinical teaching. Requires a total of 20 hours at a grade level different from that in **SPED 732**.

*prereq or coreq: SPED 700; prereq (immediate preceding semester): SPED 731/732; coreq: SPED 733*  
15 hrs seminar, plus 20 hrs lab, 2 cr spring only

**SPED 735 Speech Development and Remediation of Students Who Are Deaf and Hard-of-Hearing**

Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

*prereq or coreq: SPED 700*

**SPED 736 Aural Rehabilitation of Students Who Are Deaf and Hard-of-Hearing**

Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

*prereq or coreq: SPED 700*

**SPED 737 Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 12**

Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience (see **SPED 702**) or clinical teaching (see **SPED 732** and **SPED 734**). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology and family influences.

*prereq or coreq: SPED 721, SPED 733, SPED 734*

30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels, 4 cr

**SPED 737.50 Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap with either pre-student-teaching field experience (see **SPED 702**) or clinical teaching (see **SPED 732** and **SPED 734**). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology and family influences.

*prereq or coreq: SPED 721, SPED 733, SPED 734*

30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr

**SPED 737.51 Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12**

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap with either pre-student-teaching field experience (see **SPED 702**) or clinical teaching (see **SPED 732** and **SPED 734**). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology and family influences.

*prereq or coreq: SPED 721, SPED 733, SPED 734*

30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr

**SPED 737.52 Practicum: Deaf and Hard-of-Hearing, Preschool–Grade 6**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience (see **SPED 702**) as well as supervised clinical teaching experience (see **SPED 732** and **SPED 734**). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology and family influences.

*prereq or coreq: SPED 721, SPED 733, SPED 734*

30 hrs seminar, plus conferences, 2 cr

**SPED 737.53 Practicum: Deaf and Hard-of-Hearing, Grade 7–12**

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience (see **SPED 702**) as well as supervised clinical teaching experience (see **SPED 732** and **SPED 734**). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology and family influences.

*prereq or coreq: SPED 721, SPED 733, SPED 734*

30 hrs seminar, plus conferences, 2 cr

**SPED 740 Medical and Educational Implications of Visual Impairments**

Characteristics, etiologies and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification and utilization of optical devices in school and community environments.

*prereq or coreq: SPED 700*

**SPED 741 Education and Rehabilitation of Individuals with Visual Impairments**

Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

*prereq or coreq: SPED 740*

*includes 10 hrs of field experience*

**SPED 742 Curriculum and Instructional Strategies for Learners with Visual Impairments**

Principles, teaching strategies and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

*prereq or coreq: SPED 740, SPED 741*

*includes 15 hrs of field placement*

**SPED 743 Braille Literacy and Communication Skills for Learners with Visual Impairments**

History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

*prereq or coreq: SPED 740, SPED 741,*

**SPED 742**

*includes 10 hrs of field experience*

**SPED 744 Assistive Technology for Learners with Visual Impairments**

Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

*prereq: SPED 742 and SPED 743*

**SPED 745 Mathematics Literacy and Nemeth Code for Learners with Visual Impairments**

Knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

*prereq or coreq: SPED 740, 741, 742, 743*

15 hrs, 1 cr

## EDUCATION COURSE LISTINGS

### **SPED 746 Educational Implications of Learners Who Are Deafblind**

Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices and accessing resources in deafblindness.

*prereq: SPED 700, SPED 790 or SPED 741 includes 10 hrs of field experience*

### **SPED 747 Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments**

The history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired and concepts (e.g., spatial, positional, environmental and time) taught by teachers of students with visual impairments. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

*prereq or coreq: SPED 740, 741, 742*

### **SPED 748 Student Teaching: Blindness and Visual Impairment, Preschool-Grade 12**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs and forming partnerships with families.

*prereq or coreq: SPED 740, SPED 741 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels, 4 cr*

### **SPED 748.50 Student Teaching: Blindness and Visual Impairment, Preschool-Grade 6**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 740, SPED 741 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr*

### **SPED 748.51 Student Teaching: Blindness and Visual Impairment, Grades 7-12**

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescence or adolescence, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 740, SPED 741 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr*

### **SPED 748.52 Supervised Practicum: Blindness and Visual Impairment, Preschool-Grade 6**

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 740, SPED 741 30 hrs seminar, plus conferences, 2 cr*

### **SPED 748.53 Supervised Practicum: Blindness and Visual Impairment, Grades 7-12**

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescence or adolescence, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

*prereq or coreq: SPED 740, SPED 741 30 hrs seminar, plus conferences, 2 cr*

### **SPED 750 The Study of Behavior Disorders**

Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs.

*prereq or coreq: SPED 700 includes 20 hrs of field experience*

### **SPED 751 Methods and Materials for Teaching Students with Behavior Disorders**

Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.

*prereq or coreq: SPED 750 includes 20 hrs of field experience*

### **SPED 752 Student Teaching: Behavior Disorders, Grades 1-3 and 4-6**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instructions at grade levels 1-3 and 4-6. Factors influencing teaching and management outcomes such as family influences.

*prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels, 4 cr*

### **SPED 752.50 Student Teaching: Behavior Disorders, Grades 1-3**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes such as family influences.

*prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr*

### **SPED 752.51 Student Teaching: Behavior Disorders, Grades 4-6**

Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

*prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr*

### **SPED 752.52 Supervised Practicum: Behavior Disorders, Grades 1-3**

Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

*prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50 30 hrs seminar, plus conferences, 2 cr*

### **SPED 752.53 Supervised Practicum: Behavior Disorders, Grades 4-6**

Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

*prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50 30 hrs seminar, plus conferences, 2 cr*

**SPED 760 Skills and Techniques for Rehabilitation Teaching I**

Methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning and lesson preparation for instructing consumers with visual impairments.

*prereq: SPED 740, 741  
includes a minimum of 30 practicum hrs*

**SPED 761 Skills and Techniques for Rehabilitation Teaching II**

Methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

*prereq: SPED 760*

**SPED 762 Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments**

Job modification options. Transition planning from education to adult services.

*prereq: SPED 740, 741*

**SPED 763 Internship I: Rehabilitation Teaching for Individuals with Visual Impairments**

Supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

*prereq: SPED 760, 761  
230 hrs, 2 cr*

**SPED 764 Internship II: Rehabilitation Teaching for Individuals with Visual Impairments**

Supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

*prereq: SPED 760, 761  
230 hrs, 2 cr*

**SPED 765 Intermediate Orientation and Mobility**

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*45 hours plus 50 hrs/lab, 3 cr*

**SPED 766 Advanced Orientation and Mobility Assessment, Lesson Sequencing, Methods for Orientation and Mobility (O&M) of Those who are Visually Impaired Across the Age-Spectrum**

Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments. Includes 50 hours of lab.

*45 hours plus 50 hrs/lab, 3 cr*

**SPED 767 Orientation and Mobility: Internship/Seminar**

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

*30 hrs seminar, plus conferences plus 340 hours of internship  
2 cr*

**SPED 780 The Study of Learning Disabilities**

History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

*prereq or coreq: SPED 700*

**SPED 781 Reading and Writing for Students with Learning Disabilities: Methods 1**

Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

*prereq or coreq: SPED 700; coreq: SPED 782  
Note: Must take concurrently with SPED 782 and must take SPED 783/784 in semester immediately following.  
includes 10 hrs of field experience  
fall only*

**SPED 781.50 Reading and Writing for Students with Learning Disabilities**

(For those not in LD Specialization.) Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

*prereq or coreq: SPED 700  
includes 10 hrs of field experience*

**SPED 782 Supervised Clinical Teaching of Students with Learning Disabilities: Part 1**

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1-6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

*15 hrs seminar, plus 20 hrs lab, 2 cr  
prereq or coreq: SPED 700. coreq:*

**SPED 781**

*Note: Must take concurrently with SPED 781 and must take SPED 783/784 in semester immediately following.  
fall only*

**SPED 783 Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2**

Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

*prereq: SPED 781/782; coreq: SPED 784*

*Note: Students must take concurrently with SPED 784 and have taken SPED 781/782 in preceding semester.  
spring only*

**SPED 783.50 Math, Organizational and Social Strategies for Students with Learning Disabilities**

(For those not in LD specialization.) Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

*prereq or coreq: SPED 700*

**SPED 784 Supervised Clinical Teaching of Students with Learning Disabilities: Part 2**

Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1-6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use.

*prereq: SPED 781/782; coreq: SPED 783  
15 hrs seminar, plus 20 hrs lab, 2 cr  
spring only*

## EDUCATION COURSE LISTINGS

### **SPED 785 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6**

Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in **SPED 782/784**. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

*prereq or coreq: SPED 700*  
*30 hrs seminar, plus conferences, plus 40 days student teaching, 4 cr*

### **SPED 785.50 Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6**

Supervised practicum, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in **SPED 782/784**. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

*prereq or coreq: SPED 700*  
*30 hrs seminar, plus conferences, 2 cr*

### **SPED 785.51 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6**

Supervised student teaching, providing direct specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in **SPED 782/784**. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

*30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr*

### **SPED 785.52 Student Teaching: Learning Disabilities, Grades 1–3 or 4–6**

Supervised student teaching, providing direct specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1–3 or 4–6, whichever is not covered in **SPED 782/784**. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

*30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr*

### **SPED 790 Foundations and Educational Implications of Severe/Multiple Disabilities**

Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social and adaptive skills.

*prereq or coreq: SPED 700*

### **SPED 791 Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities**

The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

*prereq or coreq: SPED 700, SPED 790*  
*includes 15 hrs of field experience*

### **SPED 792 Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness**

Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative and assistive technological devices that enhance communication.

*prereq or coreq: SPED 700*  
*includes 15 hrs of field experience*

### **SPED 793 Total Communication for Learners with Severe/Multiple Disabilities**

Knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

*prereq: SPED 700*  
*includes 10 hrs of field experience*  
*30 hrs, 2 cr*

### **SPED 794 Functional Language and Culture of Learners with Low Incidence Disabilities**

Language strategies for English language learners (ELL), cultural/family values, home/school partnerships, teacher expectations and assumptions, classroom environments, learning materials. Students are expected to relate and adapt curriculum and ELL instructional strategies to learners with severe disabilities.

*prereq: SPED 706*  
*includes 5 hrs of field experience, 1 cr*

### **SPED 795 Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 790, 791*  
*30 hrs seminar, plus 40 days of student teaching at two grade levels, 4 cr*

### **SPED 795.50 Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1–3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 790, 791*  
*30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr*

### **SPED 795.51 Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6**

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

*prereq or coreq: SPED 790, 791*  
*30 hrs seminar, plus 20 days of student teaching, 2 cr*

### **SPED 795.52 Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3**

Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1–3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

*prereq or coreq: SPED 790, 791*  
*30 hrs seminar, plus conferences, 2 cr*

### **SPED 795.53 Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6**

Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4–6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

*prereq or coreq: SPED 790, 791*  
*30 hours seminar, plus conferences, 2 cr*

### **SPEDE 714 History and Context of Early Intervention and Early Childhood Special Education**

Historical and current views of infants and young children with developmental delays and disorders; "War on Poverty" antecedents of current early childhood special education services; federal, state and city regulations covering intervention services to young children with disabilities.

*15 hrs, 1 cr*

**SPEDE 765 Special Topics in Early Childhood Special Education**

One-credit special topics courses focus on narrowly defined topics of high current relevance in the field of early childhood special education.

*prereq: SPEDE 768 and 769 or permission of the coordinator of the early childhood special education program*

*15 hrs, 1 cr*

**SPEDE 767 Field Experiences in Early Childhood Special Education with an Annotation in Severe Disabilities**

15 hour seminar plus 30 hrs. of fieldwork in one of the following age/grade levels: 0-3; 3-5; or Kindergarten, grades 1 and 2 in a program for children with severe disabilities.

*prereq: SPEDE 770, SPED 790, and SPEDE 791; prereq or coreq: SPEDE 771*

*1 cr*

**SPEDE 768 Characteristics and Developmental Problems of Infants and Young Children with Special Needs**

Definition of populations; effects of disabilities on cognitive, social/emotional, language, and motor development; implications for early intervention and education.

*includes 2.5 hrs field experience*

**SPEDE 769 Assessment of Development and Learning in Infants and Young Children with Special Needs**

Processes and procedures appropriate for assessing the development and learning of children from infancy through age 7 (second grade), including multidisciplinary screening and assessment; uses and limitations of assessment measures; practice in the use of selected assessment tools.

*prereq or coreq: SPEDE 768 includes 5 hrs field experience*

**SPEDE 770 Curriculum Models and Methods in Early Intervention and Early Childhood Special Education**

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

*prereq or coreq: SPEDE 769 or SPED 791 includes 5 hrs field experience*

**SPEDE 771 Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies**

*prereq or coreq: one of the following:*

**SPEDE 770; SPED 730, 740, 750, 780, 781, 706, 706.50, 790, or permission of the coordinator of the early childhood special education program; includes 5 hrs field experience**

**SPEDE 772 Behavioral Theory and Its Applications to Young Children with Special Needs**

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

*prereq: SPEDE 769 or SPED 790 or permission of the coordinator of the early childhood special education program*

*includes 5 hrs field experience*

**SPEDE 773 Developing Partnerships with Families for Their Child's Development and Learning**

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

*prereq or coreq: SPEDE 768*

*includes 2.5 hrs field experience 15 hrs, 1 cr*

**SPEDE 774 Reading and Writing for Students with Special Education Needs, Grades K-2**

Methods for developing reading and writing in students with disabilities and special education needs, grades K-2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

*prereq or coreq: SPEDE 769*

*includes 5 hrs field experience*

**SPEDE 775 Mathematics for Students with Special Education Needs, Grades K-2**

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K-2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

*prereq or coreq: SPEDE 769*

*15 hrs, 1 cr*

**SPEDE 776 Field Experiences in Early Childhood Special Education**

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre-K (Birth-five), Kindergarten, grades 1 or 2. One of these experiences must be in a program using an ABA approach with children who have autistic spectrum disorders, while the other experience must be in a program with a different approach.

*prereq or coreq: SPEDE 770, 771, 774;*

**SPED 706 or 706.50 or 792**

*30 hr seminar plus 60 hrs. of field experience, 2 cr*

**SPEDE 777 Student Teaching: Early Childhood Special Education**

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth-five); Kindergarten; grades 1-2; practice in the implementation of skills developed through coursework and field experiences.

*prereq: SPEDE 776*

*40 days, 30 hr seminar plus 40 days, 4 cr*

**SPEDE 777.50 Student Teaching: Early Childhood Special Education with Annotation in Severe Disabilities**

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth-5); Kindergarten; grades 1-2; practice in the implementation of skills developed through coursework and field experiences.

*prereq: SPEDE 767*

*40 days, 30 hr seminar plus 40 days, 4 cr*

**SPEDE 778 Student Teaching in Early Childhood Special Education**

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth-five), Kindergarten, grades 1-2; practice in implementation of skills developed through coursework and field experiences. *Note that students who take SPEDE 778 must also take*

**SPEDE 779** *and the placements must be at different age/grade levels.*

*prereq: SPEDE 776*

*20 days, 30 hr seminar plus 20 days, 2 cr*

**SPEDE 779 Practicum in Early Childhood Special Education**

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. (Note that students who take **SPEDE 779** must also take **SPEDE 778** and the two experiences must be at different age/grade levels.) Pre-K (Birth-five), Kindergarten, grades 1-2. Teacher candidates must be in an early childhood program that includes children with disabilities for the entire semester.

*prereq: SPEDE 776*

*30 hr seminar plus conferences, 2 credits*

**SPEDE 779.50 Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities**

Supervised practicum in an age/grade level other than that used in **SPEDE 778.51**. Practice in the implementation of skills developed through coursework and field experiences. Students must be in an early childhood program with learners with severe disabilities for the entire semester.

*prereq: SPEDE 767*

*30 hr seminar plus conferences, 2 credits*