

SPECIAL EDUCATION (ESP)

ESP 230 Introduction to Special Education (3 Credits)

This course offers an examination of the historical, social, and legal foundations of special education. Emphasis is placed on assessment procedures, multicultural issues, family involvement and the referral process. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through Grade 12 is explored. A focus is on the general education teacher assuming educational responsibility for inclusion of students and the collaborative practices across general and special education programs. An overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) as identified in the present federal educational disability related legislation will be provided. The impact of diversity and assistive technology services of persons with special needs in the school is addressed. The New York State Learning Standards and Adaptive/Functional Curricula for Students with Disabilities will be presented. *Note: In order to have grades submitted for this course, students must be able to show proof of certificates for SAVE and Child Abuse Identification & Recognition as per New York State requirements by the end of the semester. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: EDU 340

Fees: None

ESP 276 Postve BehvrSupport Approaches (3 Credits)

This course provides an understanding of the principles of human behavior in an educational environment and demonstrates ways in which these principles can be used to enhance learning for all students. Primary focus is on the use of positive behavior support systems and behaviorally based instruction along with the establishment of safe, positive and supportive learning environments. Issues related to cultural and economic diversity on the identification and intervention for individuals with emotional/behavioral needs is stressed. The relationships that typically exist between behavior and the environment are examined. Student-centered Behavioral Intervention Plans (BIP) that include explicit transition planning, when appropriate, are discussed along with legal mandates and relevant regulations. Offered as needed.

Department: Education

Pre-Requisites: ESP 230.

Co-Requisites: None

Fees: None

ESP 348 Educ & Asses. of Adol. w Disab (3 Credits)

This course considers the range of medical, learning, emotional, behavioral, and adaptive needs of individuals with mild to moderate to severe disabilities. Relevant curricular development and instructional methodologies towards both primary academic content (e.g., language arts/reading, math, science, and social studies) and alternative instruction are specifically targeted. Emphasis is placed on the integration of general education and special education methodologies. Communication, social skills, inclusive practices, transition planning, relevant assistive and instructional technology, and operating in the natural environment are also emphasized. Content also focuses on the consideration given to cultural and social background in the identification of disability and development of unique educational strategies. A minimum of 20 field experience hours are required. Offered as needed.

Department: Education

Pre-Requisites: ESP 230.

Co-Requisites: None

Fees: None

ESP 358 Assess Adol. Chld/Exceptionali (3 Credits)

The assessment, diagnosis, and remediation of children with disabilities in grades 7-12 are examined. Program planning with an emphasis on individualized and culturally competent approaches to assessment is addressed. The process of identification, referral and assessment procedures used for the adolescent child in grades 7-12. Specific focus on educational assessments is geared for transitions from school to adult and programming that meets the needs of children and their families. The appropriate use of assistive technology, modifications and accommodations as they relate to assessment are also covered. Twenty hours of field experience in special education instruction/assessment is required. Offered as needed.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

ESP 600 Foundations of Special Education (3 Credits)

Historical, social, and legal foundations of special education are examined in this course. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12 along with issues related to school, community and family collaborations for children with disabilities is emphasized (including Autistic Spectrum Disorders) as identified in the present federal educational disability related legislation. Issues related to school, community and family collaborations for children with disabilities are also examined, including the New York State Learning Standards and Adaptive/Functional Curricula. Emphasis is on trends and legislation which affect the provision of services in school, home, and community settings with a focus on inclusion of individuals with disabilities in home and school settings. Students also study the use of assistive technology in schools.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Graduate level students.

Fees: None

ESP 602 Strategies for Working With St (3 Credits)

This course is intended to help teacher candidates understand the assessment of and intervention for children with emotional and behavioral disorders. With an emphasis on school-age settings, study will focus on Autism Spectrum Disorder as it relates to effective emotional and behavioral strategies as well as theoretical and practical applications of behavioral analysis with concentration on the prevention of behavior problems while supporting the development of independence and positive social interaction skills. This course will also highlight affecting positive change in the social and academic behaviors of children with special needs, through the process of behaviorally-based instruction, functional behavioral assessments, and the development of behavior support plans. .

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Restrictions:** Enrollment is limited to Graduate level students.**Fees:** None**ESP 607 Prof. Family/Comm Collab. (3 Credits)**

This course provides a comprehensive set of strategies and methods for involving general and special education teachers, other professionals, parents and the community in collaborative partnerships for the benefit of children and adolescents with disabilities. School relationships with families of children and adolescents with special needs and potential barriers to these contacts to include cultural and individual perceptions will be considered along with legal rights of families whose children and adolescents receiving special education services. A strong emphasis will be placed on a family-centered approach to education with a goal that teachers will become better able to analyze their own personal values, beliefs, and cultural biases in order to offer better support for families.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 608 Assess. of Stdnts w Disabilit (3 Credits)**

This course addresses assessment and program planning for elementary and middle school students with special needs. The class will emphasize an individualized, family-centered, and culturally competent approach to assessment. A study of assessment procedures used in the referral, identification, and instructional phases of program planning for students with special needs in childhood and middle childhood education will be emphasized. There will be a focus on those specific educational assessment methods and procedures used in decision making and program planning for students with disabilities, including those with culturally, linguistically, and economically diverse backgrounds and those needing assistive technology.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 612 Ed. St. w Mild-Mod/Sev. Disab. (3 Credits)**

This course analyzes the characteristics and educational difficulties of children and adolescents with a wide range of mild and moderate disabilities. Key issues confronting educators of students with disabilities are explored with emphasis on the integration of general education and special education methodologies. The development and implementation of Individualized Education Plans for children and adolescents with mild to moderate disabilities will be discussed. The relevant legal and service mandates as per IDEA and ADA will be examined. Assistive technology services of children with special needs in the school will also be addressed.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 613 Ed Stu w Sev/Mult Disabilities (3 Credits)**

This course examines the characteristics of elementary, middle, and high school learners with severe or multiple disabilities. It also examines the issues, problems, and trends affecting the development and implementation of community-based educational, recreational, work and living options and supports. Topics include least restrictive environment and inclusion, Individualized Education Plans, person-centered planning, family involvement, medical concerns as relevant to the classroom, advocacy, and teacher roles and responsibilities. The unique perceptions, educational, and social needs of families of children with severe and multiple disabilities will also be examined with sensitivity to culture and values.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 618 Assessing Child 1-6 w/ Except. (3 Credits)**

The purpose of this course is to provide knowledge and develop skills in assessment, diagnosis and remediation of children with special needs from birth through middle childhood. The class will emphasize an individualized, culturally competent approach to assessment that identify children's' strengths and weaknesses. There will be additional focus on specific educational assessment methods and procedures used for students with disabilities to include those with culturally or linguistically diverse backgrounds and students needing assistive technology.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 619 Assessing Adol. 7-12 w Except. (3 Credits)**

The purpose of this course is designed to investigate and develop skills in assessment, diagnosis and remediation of children with disabilities in grades 7-12. Students will learn program planning with an emphasis on individualized and culturally competent approaches to assessment. Students will learn the process of identification, referral and assessment procedures used for the adolescent child in grades 7-12. There will be specific focus on educational assessments geared for transitions from school to adult and programming that meets the needs of children and their families. The appropriate use of assistive technology, modifications and accommodations as it relates to assessment will also be covered.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None

ESP 621 Students With Disabilities Grades 1-6 (3 Credits)

This course provides a foundation for the development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support elementary learners with diverse learning needs in Grades 1-6. Students will design unit and lesson plans and assessments using these methods and align them with the New York State P-12 Common Core Learning Standards. The use of technology, including assistive technology, will be integrated into instruction.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

ESP 622 Students with Disabilities Grades 7-12 (3 Credits)

This course provides a foundation for the development of differentiated instructional planning based on research validated methods, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support adolescent learners with diverse learning needs in Grades 7-12. Alignment of pedagogical practices with the New York State Learning Standards will be emphasized.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

ESP 630 Fieldwork I: Grades 1-6 (0 Credit)

This course provides foundational clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to demonstrate the practices that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

ESP 631 Fieldwork II: Grades 1-6 (0 Credit)

This course provides intermediate clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: ESP 630.

Co-Requisites: None

Fees: None

ESP 632 Fieldwork I: Grades 7-12 (0 Credit)

This course provides foundational clinical experiences in grades 7-12 that include meaningful engagement with students with disabilities to allow candidates to demonstrate the practices that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

ESP 633 Fieldwork II: Grades 7-12 (0 Credit)

This course provides intermediate clinical experiences in grades 7-12 that include meaningful engagement with students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: ESP 632.

Co-Requisites: None

Fees: None

ESP 635 Fieldwork I: Grades 1-6 (AdvCert) (0 Credit)

This course provides foundational clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to demonstrate the practices that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of twenty-five hours must be documented.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

ESP 636 Fieldwork II: Grades 1-6 (AdCert) (0 Credit)

This course provides intermediate clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: ESP 635.

Co-Requisites: None

Fees: None

ESP 637 Fieldwork I: Grades 7-12 (AdCert) (0 Credit)

This course provides intermediate clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

ESP 638 Fieldwork II: Grades 7-12 (0 Credit)

This course provides intermediate clinical experiences in grades 7-12 that include meaningful engagement with students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented.

Department: Education

Pre-Requisites: ESP 637.

Co-Requisites: None

Fees: None

ESP 688-J Integrative Practicum I: 4-6 (3 Credits)**Department:** Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 688-P Integrative Practicum I: 1-3 (3 Credits)****Department:** Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 689-A Integrative Practicum II:7-9 (3 Credits)****Department:** Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 689-S Integrative Practicum II:10-12 (3 Credits)****Department:** Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** None**ESP 691 Portfolio for Students with Disabilities (3 Credits)**

The purpose of this course is to provide Teacher Candidates with documentation of their growth and achievement throughout their Master's program in Students with Disabilities. Emphasis will be on the creation and selection of specific artifacts that represent evidence of knowledge, application and reflective practice in teaching students with disabilities. The course will also cover leadership in inclusive classrooms and the role of students with disabilities educators in the collaborative process. In alignment with the New York State Dignity for All Students Act, issues related to race, class, gender, exceptionalities, sexual orientation, religion, weight, bullying/cyber-bullying and language are analyzed. Offered as needed.

Department: Education**Pre-Requisites:** None**Co-Requisites:** EDU 507**Fees:** None**ESP 695 Student Teaching SWD 1-6 (3 Credits)**

Student teaching provides teacher candidates with a culminating clinical experience consisting of one seven-week placement, specializing in a Students with Disabilities setting (Grades 1-6). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** 300**ESP 696 Student Teaching SWD 7-12 (3 Credits)**

Student teaching provides teacher candidates with a culminating clinical experience consisting of one seven-week placement, specializing in a Students with Disabilities setting (Grades 7-12). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor.

Department: Education**Pre-Requisites:** None**Co-Requisites:** None**Fees:** 300