

## Special Education and Literacy Courses

### EDS605 Beginning Reading & Writing Emergent Literacy

This course is designed for teachers who will learn about the teaching of language arts - reading, writing, listening and speaking in the early childhood classroom. This course will acquaint teachers with scientifically based research, theory, principles, practices, strategies, techniques and tools that are appropriate when considering literacy development in the early years (birth through second grade). The stages of child development and language acquisition will provide the framework for observing children's literacy development and determining appropriate approaches to literacy instruction.

*Prerequisite of Early Childhood major required.*

*Credits: 3*

*Every Fall*

### EDI 661 Transforming communities of practice: Technology-rich learning environments

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course introduces concepts and principles for creating technology-rich learning environments. Current practice and trends are explored as students identify and test available tools for delivering learning in diverse ways with, and around, information technologies. Students learn to build a foundation for using technology based learning theory, studying practice and trends that are successful, and using state and national standards. Creating electronic portfolios are developed as a process for documenting student performance. Students produce technology rich, standards based learning activities in collaborative and individual projects. The final project includes a documented rationale for using technology as a form of content delivery. The course utilizes a mix of face-to-face and online/virtual instruction and serves as a model for student work.

*Credits: 3*

*On Occasion*

### EDI 662 Transforming Communities of Practice: Applications, technologies, & implementation

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course provides students with the knowledge and skills necessary to critically assess and selectively incorporate 21st century learning tools into new learning environments. The focus is on Web 2.0 tools, second-generation Internet tools, that offer increased interactivity allowing teachers and students to easily create, communicate, collaborate, and share information, projects, and ideas. The

course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.

*Credits: 3*

*On Occasion*

### EDI 663 Technologies in the 21st Century: Applying digital media and multimedia in teaching and learning

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. Digital media and multimedia provides teachers and students with powerful new ways of expressing, organizing, synthesizing, and evaluating ideas and information. This course provides students with the knowledge and skills necessary to create and use digital media / multimedia for educational purposes. The course will focus on developing skills in digital imaging, audio, and video production; and in combining media in new ways to present information and tell stories. We will examine ways that school based multimedia projects provide students with the opportunity to work collaboratively, engage in multiple modalities of learning and reflective thinking, and use a constructivist approach to learning. Students will work individually and in collaboration on class assignments and projects. The course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.

*Credits: 3*

*On Occasion*

### EDS 600 Introduction to the Study of the Exceptional Child

A basic introduction to exceptionality. A consideration of emotional, neurological, and physically based etiologies as they relate to exceptionality. Specific reference will be given to an overview of disability and impairment and to a system of classification and criteria of classification. *Prerequisite of EDI 600, 601, 612, 613, 614, 677 are required of all Childhood/Literacy and Childhood/Special Education majors only.*

*Credits: 3*

*Every Fall, Spring and Summer*

### EDS 610 Literacy Teaching and Learning: Birth-Grade 6

A study of strategies and resources in childhood language acquisition and the teaching of literacy for elementary school children. The newest techniques and research findings will be discussed. Students will observe, plan and instruct sample literacy lessons.

*Prerequisites of EDI 600, 601, 612, 613, 614, and 677 with co-requisite of EDI 600 and 601 for Childhood Edu programs are required.*

*Credits: 3*

*Every Fall and Spring*

### EDS 611 Literacy Assessment for the Classroom Teacher: Birth-Grade 6

This course will acquaint students with current assessment techniques that can be used to evaluate elementary school children within the general education classroom. An emphasis will be placed on current literacy practices, techniques, and strategies used in treating achievement problems of the elementary school child. Effective integration of technology in support of literacy within the classroom setting will be explored. Students will be involved in developing and discussing case studies. *Prerequisite of EDI 600, 601, and EDS 610 are required.*

*Credits: 3*

*Every Fall and Spring*

### EDS 612 Literacy Teaching & Learning: Grades 5-12

This course is designed to introduce the content and methods of literacy instruction for adolescent students. Beliefs and theories which have become the basis for instructional practices will also be discussed, as will the use of technologies which might offer new insight and opportunities for adolescent literacy instruction.

*Prerequisite of Adolescent Education major are required.*

*Credits: 3*

*Cross-Listings: EDS 612, EDS 612*

*On Occasion*

### EDS 613 Literacy and Children's Literature: Birth-Grade 6

A survey of the literature for the school child with emphasis on the quality and characteristics of reading materials suitable for various groups. The changing characteristics of children's reading interests and the presentation of books through various media will be included. A reading file will be developed for a particular age group.

*Prerequisite of EDS 610 is required*

*Credits: 3*

*Every Fall, Spring and Summer*

### EDS 615 Practicum I. Literacy Assessment and Intervention: Birth-Grade 6

Lecture: The course will stress diagnostic procedures for reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; report writing and materials of instruction in these areas. Causative factors contributing to specific reading problems will also be explored and discussed. Clinic: Students will develop case studies with individual clients.

*Prerequisites of EDS 610, 613, 619, 640, 642 and co-requisite of EDS 610, 619, 640, 642 are required.*

*Credits: 3*

*Every Fall, Spring and Summer*

### EDS 616 Practicum II. Literacy Intervention: Birth-Grade 6

The course will stress corrective procedures,

planning and management for children with reading disabilities. Major creative techniques and clinical remedial procedures will be included. Clinic: Students will work with individual clients for a minimum of 20 hours under clinical supervision.

*Prerequisites of EDS 615 is required.*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **EDS 617 Literacy for Children with Disabilities: Birth-Grade 6**

This course covers theory, research and effective practices for teaching students with significant reading problems. Specifically, graduates will become immersed in the assessment of literacy problems and their use to provide effective instruction. Both formal and informal instruments will be discussed for determining children's strengths and needs. A variety of instructional approaches will be considered for developing reading strategies and skills in children with disabilities.

*Prerequisite or Co-requisite of EDS 600 or 610 is required.*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **EDS 619 Literacy and Literature-based Reading Instruction: Birth-Grade 6**

Included are the background and description of the various types of literature-based reading programs. This course will be concerned with planning, developing and implementing such instruction. The assessment procedures used by the classroom teacher and the implication of literature-based reading instruction upon the total school program will also be discussed.

*Prerequisite or Co-requisite of EDS 610 is required*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **EDS 620 Assessment and Diagnosis of Children with Disabilities**

An introduction to instruments and valuation strategies used in assessing children with disabilities and the environmental conditions which contribute to their problems in learning. Practice in administration of test interpretation of results, with suggested remedial and therapeutic interventions, is an important facet of this course.

*Prerequisite or Co-requisite of EDS 600 is required*

*Credits: 3*

*Every Fall and Spring*

#### **EDS 622 Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)**

This course involves the study of critical issues in literacy education. Theory, research and practice will be explored through a vast body of knowledge and field of inquiry related to the perspectives of psychology, sociology, linguistics, and other pertinent areas. Specifically, a wide variety of important topics will be addressed, including balanced reading instruction, phonemic awareness

and phonics, multicultural perspectives, literacy learning, basal materials and literature-based resources, traditional and invented spelling practices, process writing, emergent literacy, content literacy, struggling literacy learners, and literacy assessment. Within this context, a diversity of positions and opinions will be considered as students formulate their own views by engaging in activities that encourage critical analysis and independent thinking.

*Co-requisite of EDS 615 or 616 or 703 and must be taken in last 9 credits are required.*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **EDS 624 Contemporary Issues and Research in Special Education/Culminating Experience**

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.

*Prerequisite of EDS 600, (610 or 620), 617, 630 and must be taken in the last 9 credits.*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **EDS 625 Contemporary Issues and Research in Special Education/Culminating Experience (Autism)**

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.

*Prerequisite of (EDS 600, 620, 617, 630, 750 or Childhood/Literacy and Childhood/Special Education EDS 600, 610, 630, 750 and taken in last 9crs are required.*

*Credits: 3*

*Every Fall and Spring*

#### **EDS 629 Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism**

This course focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation. Field experiences are required. *Prerequisite of EDS 600 is required.*

*Credits: 3*

*Every Fall*

#### **EDS 630 Curriculum-based Assessment and Instruction of Students with Mild Disabilities**

The course will examine the complexity of the issues inherent in the teaching learning process with particular reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of assessment procedures that focus on effective instructional planning and can reverse the cycle of failure for students with mild disabilities will be emphasized. An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as reading, writing and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed. The course also includes 15 hours of field observation.

*Prerequisite of EDS 600 and Co-requisite of EDS 620 are required. Childhood/Special Education MS majors need a prerequisite of EDS 600 only.*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **EDS 631 Curriculum-based Assessment and Instruction of Students with Severe Disabilities**

This course focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed.

Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation. Field experiences are required.

*Co-requisite of EDS 610 or 620 is required.*

*Childhood/Special Education MS Majors require a prerequisite of EDS 610 only.*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **EDS 632 Instruction and Classroom Management for Children with Emotional and Behavior Problems**

Focus in this course will be on program development which will include prescriptive remediation based on diagnostic assessment. A

consideration of instructional techniques and resources will be of central focus. Fundamental skills in classroom management and in dealing with maladaptive behavior in both inclusive and non-inclusive educational settings will also be surveyed. The course also includes 10 hours of field observation.

*Prerequisite of EDS 600 and Co-requisite of EDS 620 are required. Childhood/Special Education MS majors need a prerequisite of EDS 600 only.*  
Credits: 3  
Every Fall, Spring and Summer

**EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)**

Inclusion represents one of the most significant challenges facing education in recent years. It requires critical changes in attitudes and practice for both general and special educators. This course will explore the concept of inclusion, discuss it from both a theoretical and practical perspective, and present strategies necessary for it to be successful. Included will be discussions of historical and current perspectives, collaboration among professionals, practical classroom administration, instructional adaptations, etc. One specific mechanism to facilitate inclusion will be the use of assistive and instructional technologies with an emphasis on those that can assist in the integration of students with disabilities. The course also includes 10 hours of field observation.

*Prerequisite of EDS 600 and Co-requisite of EDS 620 are required. Childhood/Special Education MS Majors require a prerequisite of EDS 600 only.*  
Credits: 3  
Every Fall, Spring and Summer

**EDS 635 Behavior Management for Children with Autism & Developmental Disabilities**

This course provides an introduction to the principles of applied behavior analysis (ABA) and its application for children with autism and other developmental disabilities. Procedures applicable to both individuals and groups will be studied, with particular attention to the area of autism. Skill-building techniques and strategies will be covered with attention devoted to data collection for assessment, evaluation and record keeping. Procedures to improve skills and behaviors as well as to reduce maladaptive and/or stereotypic behaviors will be covered. Opportunities to implement ABA procedures will occur in class, as well as outside of class.

*Prerequisite of EDS 600 is required.*  
Credits: 3  
Every Spring

**EDS 640 Literacy in the Content Areas: Birth-Grade 6**

This course will review expository and narrative materials in the content areas as well as those skills unique to each content field. Readability of texts will be explored and means of adapting instruction

to a variety of levels in reading will be discussed. Schema development and direct instruction will be emphasized.

*Prerequisite or co-requisite of EDS 610 is required.*  
Credits: 3  
Every Fall, Spring and Summer

**EDS 641 Literacy In Content Area 5-12**

In this course, significant issues concerning adolescent literacy across the curriculum will be highlighted. Specifically, information concerning literacy development in adolescents will be explored in the context of varied philosophies, theories, and practical applications. From this context, a range of viewpoints will be discussed and analyzed to provide a foundation for identifying and appraising a variety of perspectives on each issue concerning content area literacy for adolescents.

*Co-requisite of EDS 610 is required for all Childhood/Literacy and Childhood/Special Education plans only. No prerequisites for Adolescent plans.*  
Credits: 3  
On Occasion

**EDS 642 Literacy & Language Arts Instruction Birth-Gr 6**

This course will enable teachers to develop a conceptual framework for the teaching of reading and written communication skills in our schools, focusing on composition, syntax, writing, spelling, and handwriting as interrelated elements of written expression. Instructional practices and materials will be presented, analyzed and evaluated for classroom implementation.

*Prerequisite or co-requisite of EDS 610 is required.*  
Credits: 3  
Every Fall and Spring

**EDS 652 Special Education: A-Z Putting It All Together**

Chances are that in the field of special education a graduate of a special education program will probably be hired as a teacher in one of three possible settings: resource room, self-contained special class or an inclusion setting. The first goal of this course will be to discuss the various steps that should be taken to insure the welfare of the children, the proper educational setting, information that should be gathered and other areas to make the individual's job easier and more rewarding. This course assumes nothing and provides important information for all three settings.

The second purpose of this course is to understand the needs of parents of children with disabilities in today's schools. This course will also familiarize students with the rights of parents in the special education process, the laws governing special education, the legal requirements of due process, holding responsible and practical parent conferences, helping parents work with their children at home, dealing and coping strategies for a variety of parent personality styles, explaining

strategies to parents, working with parents on IEP development, and the role of the special education teacher in assisting parents and their children with transition services.

*Credits: 3*  
*On Occasion*

**EDS 702 Supervised Practicum In Special Education**

The NYS Department of Education defines the practica as a structured, college-supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.

*Prerequisites of EDS 600, 620, 617, 630, 631, 632, 633 or EDS 600, 630, 631, 632, 633 are required.*  
Credits: 3  
Every Fall and Spring

**EDS 703 Practicum III Overcoming Literacy Difficulties: Birth-Grade 6**

(Open only to students in Literacy specialization.) Students will have full responsibility for diagnosis, correction and remediation of clients with various types of reading problems. Case studies will be developed and instruction will take place under supervision in the University clinic. A minimum of 30 contact-hours will be required in addition to weekly seminars.

*Prerequisites of EDS 615 and 616 are required.*  
Credits: 3  
Every Fall, Spring and Summer

**EDS 704 Practicum In Autism**

The NYS Department of Education defines the practica as a structured, college-supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.

*Prerequisites of EDS 600, 610 or 620, 617, 629, 630, 750 and co-requisite of EDS 625 or 629 or 635 or SPE 681 are required.*  
Credits: 3  
Every Fall and Spring

**EDS 712 Supervised Student Teaching and Seminar in Special Education (Autism)**

Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.

*Credits: 3*  
*Every Fall and Spring*

**EDS 713 Supervised Student Teaching and Seminar in Special Education**

Student Teaching in Special Education will require

the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.

*Credits: 3*

*Every Fall and Spring*

#### **EDS 750 Institute**

Summer Institute on a special topic in the Department of Special Education and Literacy.

*Credits: 3*

*Every Summer*

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### **Speech Course**

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#### **SPE 681 Language Disorders in Severe Developmental Disabilities and Autism**

This course presents graduate students in special education and speech language pathology with the neurological, cognitive and communicative characteristics of people with developmental disabilities and/or autism. The course also addresses social and emotional aspects of language development across the life span. Both traditional and topical methods of intervention will be discussed and contrasted in class discussions. Class participants will be encouraged to share and discuss their work and/or personal experiences as they pertain to course content during the term. Case presentations will that include principles and practices relevant to identification, diagnosis and treatment procedures, as they relate to autism spectrum disorders and other developmental disabilities, will be discussed as consistent with ASHA guidelines.

*Credits: 3*

*Cross-Listings: SPE 681, SPE 681*

*Every Spring*