Special Education Course Content & Descriptions

**ECPSE 700: Foundations of Special Education.** Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.

**ECPSE 701: Introduction to Assessment in Early Childhood Special Education.** The purpose of this course is to prepare early childhood special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students, including those students who are classified for special education services and supports with mild, moderate and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills, and dispositions associated with the application of assessment information to individual student and program evaluation, as well as to classroom and curriculum planning.

**ECPSE 702: Introduction to Assessment in Childhood Special Education.** The purpose of this course is to prepare childhood special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning.

**ECPSE 703: Introduction to Assessment in Adolescent Special Education.** The purpose of this course is to prepare secondary special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning.

**ECPSE 708: Collaboration with Families and School-Based Teams.** This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance
cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to students with mild, moderate and severe disabilities. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

**ECPSE 710: Curriculum and Instruction for Childhood Special Education.** Theory and research about children with mild, moderate and severe disabilities at the childhood level (grades 1-6) and exemplary practices in informal assessment, curriculum design, adaptations, effective instruction, and supportive learning environments, with additional focus on the use of instructional and assistive technology. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptations, and teaching a small group of children who exhibit learning problems. Reflection on practice involves an analysis of learning and behavior change.

**ECPSE 711: Advanced Seminar in Childhood Special Education.** This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in childhood special education for students with mild, moderate and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

**ECPSE 712: Language and Literacy: Principles and Practices in Early Childhood Special Education.** This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure at the early childhood level. Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

**ECPSE 713: Language and Literacy: Principles and Practices in Childhood Special Education.** This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure at the childhood level. Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

**ECPSE 714: Language and Literacy: Principles and Practices in Adolescent Special Education.** This course examines developmental and pedagogical principles of language and literacy development and explores best practices in curriculum and instruction for promoting language
and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure at the secondary level. Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

**ECPSE 720: Trends and Issues in the Education of Students with Severe Disabilities.** This course is designed to acquaint program candidates with the characteristics, assessment strategies, methods of teaching, team approaches, and current research and life span issues related to the education of learners with severe and multiple disabilities, and learners on the autism spectrum. Emphasis is placed on research-based methodology, language development, and teaching skills that increase self-determination and quality of life for students and their families.

**ECPSE 722: Applied Behavior Analysis and Positive Behavioral Supports.** Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate and severe disabilities. Field experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

**ECPSE 725: Internship in Severe Disabilities.** Supervised teaching of students with severe disabilities within a candidate’s certification area with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a B or better in both ECPSE 720 and ECPSE 722.

**ECPSE 730: Curriculum and Instruction for Early Childhood Special Education.** This course is designed to introduce program candidates to critical issues in curriculum and instruction for working with children with mild, moderate and severe disabilities (birth through age eight) and their families in inclusive environments. Candidates will be provided with an understanding of developmentally appropriate programs and practices for young children with disabilities. Emphasis will be on the historical, educational, philosophical, and legal foundations that have guided practice and policy in early childhood special education and early intervention. Fifteen hours of field experience will include observation and analysis of young children, and school environments.

**ECPSE 731: Advanced Seminar in Early Childhood Special Education.** This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in early childhood special education for students with mild, moderate and severe disabilities. This advanced seminar will focus critically on the
core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

**ECPSE 740: Curriculum and Instruction for Adolescent Special Education.** Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

**ECPSE 741: Advanced Seminar in Adolescent Special Education.** This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in adolescent special education for students with mild, moderate, and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

**ECPSE 742: Foundations of Assistive and Instructional Technology.** Theory, research, and practice in identifying, implementing, and evaluating assistive and instructional technology for students with disabilities. Candidates will develop knowledge, skills, and dispositions to: (a) integrate technology in planning and managing the teaching and learning environment, (b) use technology to conduct assessments, and (c) make appropriate technology-related adaptations for students with disabilities. The course is designed to provide a broad knowledge base, rather than disability-specific information with the goal of assisting candidates develop technology competencies that they can apply with students with disabilities within their age specialization (elementary or adolescent) within special education and general education classrooms.

**ECPSE 746: Research in Special Education.** Study, understanding and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review and design research methodology that will be implemented in a research study in ECPSE 748. Research topics will be referenced to classroom needs as individually determined by each candidate’s educational placement and their area of interest.

**ECPSE 748: Advanced Research in Special Education.** The continued study, understanding, and evaluation of research design and methodology in special education. Each program candidate will implement an independent field-based project based on the literature reviewed and methodology developed in ECPSE 746. Research topics are based on needs of candidates’ classroom and their research interests. A research paper is required. This paper serves as the thesis and culminating project.
**ECPSE 728: Advanced Workshop in Applied Behavior Analysis.** This advanced workshop on applied behavior analysis is offered to graduate students in special education who are also interested in perusing their Board Certified Behavior Analyst (BCBA) certification. Candidates who take this advanced workshop must have already successfully completed ECPSE 722 (Applied Behavior Analysis and Positive Behavior Supports), ECPSE 720 (Trends and Issues in the Education of Students with Severe Disabilities), and ECPSE 725 (Summer Internship in Severe Disabilities). This advanced workshop focuses on enhancing candidates knowledge, skills and dispositions related to applied behavior analysis grounded in the ten content areas established by the Behavior Analyst Certification Board: 1) ethical considerations; 2) definition and characteristics, 3) principles, processes and concepts; 4) behavioral assessment; 5) experimental evaluation of interventions; 6) measurement of behavior; 7) displaying and interpreting behavioral data, 8) selecting intervention outcomes and strategies; 9) behavior change procedures, and 10) systems support.

**ECPSE 729: Ethics and Professionalism in Applied Behavior Analysis.** This course is offered to graduate students in special education who are also interested in pursuing their Board Certified Behavior Analyst (BCBA) certification. Candidates who take this course must have already successfully completed ECPSE 722 Applied Behavior Analysis and Positive Behavior Supports and ECPSE 728 Advanced Seminar in Applied Behavior Analysis. This course prepares candidates for the ethical and professional practice of applied behavior analysis. Topics included in this course include professional representation of oneself and the field of behavior analysis, dissemination of professional values, evaluating behavior change, collaborating with other professionals, relationships with students, family members and colleagues and the Behavior Analyst Certification Board Guidelines for Responsible Conduct. Additionally, the disciplinary and ethical standards and disciplinary procedures laid out by the BACB will be covered.