

EDUCATION (ED) - GRADUATE COURSES

ED-605 - Foundations & Contemporary Issues Of Education (3 cr)

Students will examine the foundations of education through multiple lenses: Historical and Philosophical; Political, Economic and Legal; and Social and Curricular. Through readings, class discussion, and a variety of research projects, students will focus on the works of educational pioneers and key theorists, analyzing their work and exploring them for application and impact in today's classrooms.

ED-610 - Foundations and Contemporary Issues Of Urban & Special Education (3 cr)

Students will examine and analyze the policy and legal mandates in special education from a historical and contemporary lens, exploring the impact on practice, service systems and instructional models, specifically in urban environments. Students will be introduced to key researchers and theorists in urban and special education, providing a theoretical framework for their studies. They will explore disabilities and services from the perspective of equity and excellence and learn the important roles of parents, teachers and evaluators in the special education process. Students will review current research and study key issues in special education including accountability, the over-representation of minorities, teacher shortages, the rise in autism and meeting the special education challenges in urban classrooms.

ED-612 - Early Development and Practice: Risk, Resilience and Early Intervention (Birth - Age 8) (3 cr)

Students will explore child development from birth to age 8 from both theoretical and practical perspectives, looking carefully at typical and delayed development across the physical, cognitive, linguistic and social domains through the lens of risk factors, including those heightened in urban environments. The work of key developmental theorists such as Gesell, Brunner, Piaget, Vgotsky, and Bronfenbrenner will be studied in light of contemporary relevance. Students will explore resiliency and intervention in young children and how it can be maximized to assist in helping young children reach developmentally appropriate milestones. Students will analyze intervention services and promising programs and learn important strategies to work in conjunction with parents and caregivers to understand the nature of their child's needs and assist them in navigating the Early Intervention (EI), the Committee on Pre-school Special Education (CPSE) and the Committee on Special Education (CSE) system.

ED-614 - Child Development & Practice: Risk, Resilience and Early Intervention (childhood Ages 6-11) (3 cr)

Students will explore child development of children from 6 -11 years old from both a theoretical and practical perspective. They will explore the growth of typical and delayed development across all developmental domains analyzing risk factors, including those heightened in urban environments. Students will explore resiliency and intervention in children and how both can be maximized to assist children to grow and develop prior to adolescence. Students will develop classroom strategies that teachers can implement to support children reaching their potential. They will also analyze the impact Special Education and other interventions play in supporting students with cognitive, physical or social/emotional challenges.

ED-615 - Foundations of Literacy: Research and Practice (3 cr)

This course will examine and analyze effective literacy/reading instruction from a developmental perspective, exploring research and best practices. Students will analyze the work of the National Reading Panel and National Early Literacy Panel as a framework for effective, research-based literacy instruction. Students will explore key findings including the recommendations that all literacy programs provide systematic and explicit instruction in: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Students will explore the continuum of literacy skill development from a developmental perspective from pre-emergent to fluent reader and evaluate how the Common Core Learning Standards support the development of these skills. Students will apply what they have learned in class as they observe these literacy components in a classroom and reflect on those observations in ways that synthesize research/theory and practice. Required: 25 hours of fieldwork

ED-620 - Observation & Assessment of Children With Exceptionalities (3 cr)

Students will explore the topic of assessment through the lens of culture and environment, making students aware of the need for cultural understanding and sensitivity when assessing learners. Students will develop skills to observe and assess diverse children within a pre-school or a school setting for the purposes of identifying typical progress as well as areas of concern and referring students to CPSE (Committee on Pre-School Special Education) and CSE (Committee on Special Education), as appropriate, establishing goals to support the child and measuring progress. Students will develop skills in using observation as a powerful tool for assessment. Students will explore informal and formal assessments and learn when each assessment can be most useful in obtaining relevant data. Students will have an opportunity to assess children in the field using instruments they have learned about in class. Students will utilize video and other technology to deepen their understanding of the observation and assessment process and utilize appropriate technical applications (apps) to assist them in tracking and analyzing their observations. Required: 25 hours of fieldwork

ED-625 - Curriculum in General and Special Education: Instruction & Planning in Inclusive Learning Environments to Support Whole Child Development (3 cr)

Students will examine and analyze effective planning and instructional practices for teaching all learners including students with disabilities in inclusive environments. They will focus on implementing standards based curriculum that includes modifications appropriate to meet individual needs. Students will learn how to develop IEP goals and utilize Response to Intervention strategies to support at-risk learners, students with disabilities and emergent bilinguals' progress in meeting standards. Students will learn teaching techniques to address the social-emotional, physical, and cognitive needs of students in diverse settings. Students will explore the role of technology and assistive technology in assisting students with disabilities to be successful in an inclusive environment. Required: 25 hours of fieldwork

ED-630 - Language and Literacy Development in Linguistically and Culturally Diverse Early Childhood Classrooms (3 cr)

Students will explore the components of literacy: reading, writing, speaking and listening from a developmental perspective for children from birth-age 8, using the work of key developmental theorists and linguists as a theoretical framework. They will examine first and second language acquisition and development from the perspective of typical and delayed young learners and explore the impact of risk factors on young children's language development. Students will investigate promising parent and school-based programs to support early language and literacy development and address early language-based achievement gaps. Students will apply classroom theory to practice through targeted fieldwork experiences. Required: 25 hours of fieldwork

Prerequisite: ED-612 and ED-615

ED-640 - The Development of Mathematical Thinking And Science Exploration in Diverse Early Childhood Classrooms (3 cr)

Students will explore and analyze effective mathematics instruction for diverse young learners through an understanding of child development from both theoretical and practical perspectives and corresponding learning trajectories. The work of key developmental theorists will be studied in light of contemporary relevance. Students will be introduced to project based learning in science for young children. Students will have the opportunity to explore the integration of play with exploration of hands-on materials in the development of mathematical thinking through classroom and fieldwork. Special attention will be given to the developmental differences among diverse learners including students with disabilities. Students will learn how to support cognitive growth through developmentally appropriate lessons and activities and the integration of technology and assistive technology. Students will learn how to assess student progress in mathematics and develop support plans and IEP goals for learners, as needed. Required: 25 hours of fieldwork

Prerequisite: ED-625

ED-642 - Mathematics and Science in Childhood Classrooms (3 cr)

Students will explore and analyze effective mathematics and science instruction for diverse learners in grades 1-6, using the Common Core Learning Standards for mathematics and NY State Standards in Science as a framework. Through classwork and fieldwork students will develop and implement instructional strategies and modifications for students with disabilities. Students will design and implement an effective RTI system for mathematics, using assessments and progress monitoring, will learn how to design and measure IEP goals and how to use assistive technology to support mathematical/scientific thinking and skill development Required: 25 hours of fieldwork

Prerequisite: ED-625

ED-650 - Collaborative Partnerships and Inclusive Practices in Special Education (3 cr)

Students will explore the legal and ethical reasons to include students with disabilities in general education classrooms and develop an understanding of the importance of collaborative partnerships for students' success in an inclusive environment. Special attention will be focused on the role of collaboration for Autism Spectrum Disorder students and English Language Learners with Disabilities to promote success. Strategies to maximize partnerships with parents, between general and special educators and other professionals will be discussed and developed. Emphasis will be placed on the collaborative co-teaching model. Students will learn about the current status of inclusion within the public and charter schools of New York and explore the challenges to implementation in an urban environment. Students will explore the role of technology and assistive technology in assisting students with disabilities to be successful in an inclusive environment.

ED-660 - Classroom Management Through Positive Behavior Supports (3 cr)

In this course, students will explore classroom management techniques that can be implemented to create positive classroom learning environments and learn how to implement a PBIS model. Students will learn and understand the role of self-regulation and developmentally appropriate social skills as fundamental to the development of appropriate behavior, and develop strategies to effectively assist learners in their acquisition of these skills. Students will learn specific strategies, including conducting a functional behavior assessment and developing an appropriate support plan, to manage challenging behaviors that are disruptive to the classroom and put students at risk for school failure.

ED-680 - Language and Literacy Development in Linguistically & Culturally Diverse Childhood Classrooms (3 cr)

This course will examine and analyze effective literacy/reading instruction for diverse students at all levels including an exploration of appropriate strategies for English language learners and students with special needs. Techniques for constructive assessment in reading, and remediation will also be addressed through practical application of methods in classroom and field assignments, such as observation records, small group and individualized instruction, and a diagnostic evaluation and analysis via required field hours. Students will explore the role of Response to Intervention in evaluating, teaching, and monitoring students who are not progressing at the same rate as their peers. This course also examines the teaching of reading and writing through the content areas. Critical thinking and reasoning skills will be developed through exploration of primary and content area resources and materials. Multicultural issues that impact instruction of diverse learners and the classroom learning environment will be investigated through analysis of the role of culture, ethnicity, heritage, linguistics, socioeconomic levels and the community plays in the students' learning readiness. Academic strategies and resources that engender success in a teaching-learning setting through literature across the curriculum will be evaluated.

Prerequisite: ED-614 and ED-615

ED-710 - Student Teaching & Mentored Internship In a General Education Setting/Early Childhood Or Childhood Education (6 cr)

This course provides students with the opportunity to review current issues, to reflect on understandings of the academic field, apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development of a self-study project. The student teaching component provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions in general education classrooms. Students will take part in three formal classroom observations in which they will work collaboratively with their student teaching supervisor. Students will be expected to integrate technology into each of these lessons, to maximize student engagement and achievement. Requires FT Placement for 10 weeks in one of the following settings, Pre-K to Grade 2 in urban education classes (50 days) or FT Placement for 10 weeks in each of two settings, Grades 1-6 in urban education classes (50 days).

ED-712 - Student Teaching and Mentored Internship In a Special Education Setting/Early Childhood Or Childhood Special Education (6 cr)

This course provides students with the opportunity to review current issues in special education, to reflect on understandings of the academic field, apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development of a portfolio. The student teaching component provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions. Students will engage in reflective sessions that include discussions of topics related to school experiences; i.e., lesson planning, classroom management, delivery of instruction, assessment and portfolios, and challenges in special education and urban settings. Students will take part in three formal classroom observations in which they will work collaboratively with their student teaching supervisor. The students will plan and implement lessons and then reflect on the lesson while being guided by their student teaching supervisor. Students will be expected to integrate technology into each of these lessons, to maximize student engagement and achievement. Students will also complete an edTPA project in special education in which they will create a case study on one student to plan and implement lessons on a targeted skill to support the students' needs. After implementation of the lessons, the student will reflect on a video of the lesson, analyze assessments, and plan next instructional steps. Requires FT Placement for 10 weeks in one of the following settings, Pre-K to Grade 2 in urban education classes (50 days) or FT Placement for 10 weeks in each of two settings, Grades 1-6 in urban education classes (50 days).

Prerequisite: ED-710