

ECY-Special Education

ECY 535. Foundations of Early Childhood Special Education. 3 Hours.

This is the introductory graduate course in the early childhood special education program and is designed to provide an overview of the field of early intervention/early childhood special education (EI/ECSE). This course addresses policy issues, trends, and future directions. Candidates must develop competencies in the areas of historical and philosophical foundations of EI/ECSE; federal, state, and local laws and legal requirements; characteristics of young children with delays or disabilities; family-professional relationships; service delivery options; recommended practices; policy issues and trends; and professionalism and ethics. Another important aspect of this course is professional development and life-long learning. Candidates must demonstrate a number of research and technology skills such as: accessing resources to support graduate studies; conducting reviews of the early childhood special education resources and literature; using American Psychological Association (APA) professional style writing; utilizing technology to support graduate studies; and identifying professional development resources for life-long learning. Course content and assignments are designed to promote critical thinking, problem solving skills, evidence-based practice application, and resource identification.

ECY 536. Early Intervention and Preschool Curriculum and Methods. 3 Hours.

The purpose of this course is to provide candidates with the knowledge, skills, methods, and attitudes necessary to deliver effective intervention/education to young children (birth through five) with delays or disabilities and their families from a variety of backgrounds. The course includes discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying current curriculum and methods for young children. Special emphasis is placed on supporting families in all aspects of the instructional process. Attention is given to developmentally and individually appropriate practices that facilitate inclusive environments. Candidates are familiarized with instructional strategies and technologies. Course content and assignments promote the use of critical thinking skills, problem solving, and technologies as they are applied to instructional programs for young children with delays and disabilities and their families.

ECY 537. Assessment in Early Childhood Special Education. 3 Hours.

The purpose of this course is to prepare candidates with knowledge and practical applications regarding the screening and assessment of young children with delays or disabilities (ages birth through eight). Both child and family-level assessment procedures are emphasized. The candidates are prepared to make professional decisions regarding the screening, assessment, program planning, and progress monitoring of young children with delays or disabilities. Course content and assignments promote critical thinking and problem solving skills.

ECY 538. Physical and Health Care Support in Early Childhood Special Education. 3 Hours.

The purpose of this course is to provide candidates with the knowledge, skills, and methods to deliver effective intervention/education to young children with physical and health impairments. The course includes discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying typical and atypical motor development and neurodevelopment. Candidates become proficient in motor skill facilitation, positioning, handling, feeding, eating, and health care support.

ECY 600. Introduction to Exceptional Learner. 3 Hours.

An overview of exceptionality as it pertains to children and adults. Both high- and low- incidence populations are examined. Each area of exceptionality is reviewed in terms of etiology, diagnosis, prevalence, remediation, and educational strategies.

ECY 635. Foundations of Early Childhood Special Education. 3 Hours.

This is the introductory graduate course in the early childhood special education program and provides an overview of the field of early intervention/early childhood special education (EI/ECSE). The course addresses policy issues, current issues and trends, and future directions. Candidates must develop knowledge and competencies in the areas of historical and philosophical foundations of EI/ECSE; federal, state, and local laws and legal requirements; characteristics of young children with delays or disabilities; family-professional partnerships; service delivery options; recommended practices; current policy issues and trends; and professionalism and ethics. Another important aspect of this course is professional development and life-long learning. Candidates must demonstrate a number of research and technology skills such as: accessing resources to support graduate studies, conducting reviews of the early childhood special education resources and literature, using American Psychological Association (APA) professional style writing, utilizing technology to support graduate studies and identifying professional development resources for life-long learning. Course content and assignments are designed to promote critical thinking, problem solving skills, evidence-based practice application, and resource identification.

ECY 636. Early Intervention and Preschool Curriculum and Methods. 3 Hours.

The purpose of this course is to provide candidates with the knowledge, skills, and methods to deliver effective intervention to young children (birth through five) with delays or disabilities and their families from a variety of backgrounds. The course includes discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying current curriculum and methods for young children. Special emphasis will be placed on supporting families in all aspects of intervention. Attention is given to developmentally and individually appropriate practices that facilitate inclusive environments. Candidates are familiarized with instructional strategies and technologies. Course content and assignments promote the use of critical thinking skills, problem solving, and technologies as they are applied to instructional programs for young children with delays or disabilities and their families.

ECY 637. Assessment in Early Childhood Special Education. 3 Hours.

The purpose of this course is to prepare candidates with knowledge and practical applications regarding the screening and assessment of young children with delays or disabilities (ages birth through eight). Both child and family-level assessment procedures are emphasized. The candidates are prepared to make professional decisions regarding the screening, assessment, program planning, and progress monitoring of young children with delays or disabilities. Course content and assignments promote critical thinking and problem solving skills. The content of this course is based on evidence-based practices that, integrate the best available research evidence with professional and family wisdom and values.

ECY 638. Physical and Health Care Support in Early Childhood Special Education. 3 Hours.

The purpose of this course is to provide candidates with the knowledge, skills, and methods necessary to deliver effective intervention to young children with physical and health impairments. The course includes discussions and readings on topics central to an adequate understanding of the conceptual and theoretical foundations underlying typical and atypical motor development and neurodevelopment. Candidates become proficient in motor skill facilitation, positioning, handling, feeding, eating, and health care support.

ECY 670. Practicum in Early Childhood Special Education. 3-6 Hours.

Provides individualized field-based experiences to meet the unique needs of graduate candidates in ECSE. Students complete practicum experiences in settings that include children who present a wide range of disabilities within the 0-3, 3-5, 5-8 year age ranges. The practicum experiences are tailored to the unique needs and experiences of each student.

ECY 672. Internship in Early Childhood Special Edu. 3-6 Hours.

Provides individualized field-based experiences that meet the unique needs of ECSE candidates in the alternative master's program. Students complete an internship in settings that include children who present a wide range of disabilities within the 0-3, 3-5, 5-8 year age ranges. This internship experience is tailored to the unique needs and experiences of each student.

ECY 689. Advanced Topics in Special Education/ School Psychology. 1-6 Hour.

This introductory course provides an overview of the field and practice of school psychology. Candidates examine the history, foundations, and professional standards of the discipline, including ethical and legal issues, service delivery models, and emerging technologies. Emphasis is placed on developing scholarly inquiry skills, engaging in ethical and professional decision-making, and fostering collaboration with families and professionals. Students will also cultivate key professional competencies such as respect for diversity, communication, adaptability, and responsible practice.