

# Special Education

At UAB, students become skilled, reflective educators through Special Education graduate degree programs in Collaborative Teacher (CT) K-6 and/or 6-12, and Early Childhood Special Education (ECSE). These innovative programs offer degrees and/or Alabama teacher certification at two levels—alternative master's program and traditional master's program.

The alternative master's program (AMP) is for graduate students who do not already hold initial teacher certification. To be eligible for seeking teacher certification at the master's level, applicants must have an undergraduate degree with a 2.50 GPA on their transcript from an accredited institution. Their transcript must document six hours of credit in each of the following areas: English language arts, mathematics, science, and social studies. They may alternatively pass the Praxis 5903 for mathematics, Praxis 5904 for Science and/or Praxis 5905 for Social Science. Upon completing the AMP, including all Alabama State Department of Education requirements for certification, candidates are recommended for Alternative Class A certification in this teaching field.

The traditional master's program (MAEd) is for teachers who already hold Class B initial certification in any area of education. Upon completing the MAEd, teachers are recommended for Class A certification in the special education teaching field.

For detailed information regarding admission requirements for the School of Education and Human Sciences graduate programs, please visit the Admissions Requirements website at <https://www.uab.edu/education/home/apply/graduate>.

## Traditional Master's in Special Education Collaborative Teacher K-6 & 6-12

The MAEd in Special Education degree for the Collaborative Teacher K-6 & 6-12 program leads to Class A Alabama professional educator certification. The program requires 30-33 hours. A minimum program GPA of 3.0 is required.

Requirements	Hours	
ECT 619	Methods of Reading Assessment, Instruction, and Intervention	3
ECT 620	Formative and Summative Assessment	3
ECT 621	IEP Programming and Lesson Planning	3
ECT 622	Language and Communication Facilitation	3
ECT 623	Instructional Methods	3
ECT 624	Sensory, Health and Physical Methods	3
ECT 625	Positive Behavioral Supports	3
ECT 627	Collaborative Processes	3
ECT 628	Legal Issues and Trends	3
ECT 631	Practicum in Collaborative Teaching	3
<b>Survey of Special Education</b> <sup>1</sup>		<b>0-3</b>
ECY 600	Introduction to Exceptional Learner <sup>1</sup>	
<b>Total Hours</b>		<b>30-33</b>

<sup>1</sup> May not be required if previously completed

## Traditional Master's in Early Childhood Special Education

The MAEd degree in Early Childhood Special Education program leads to recommendation for Class A Alabama professional educator certification. The program requires 36 to 39 hours. A minimum GPA of 3.0 is required.

Requirements	Hours	
<b>Professional Studies</b>		
ECY 670	Practicum in Early Childhood Special Education	6
<b>Survey of Special Education</b>		<b>0-3</b>
ECY 600	Introduction to Exceptional Learner <sup>1</sup>	
<b>Teaching Field Courses</b>		
ECY 635	Foundations of Early Childhood Special Education	3
ECY 637	Assessment in Early Childhood Special Education	3
ECT 621	IEP Programming and Lesson Planning	3
ECY 636	Early Intervention and Preschool Curriculum and Methods	3
ECT 655	Early Primary Curriculum and Methods	3
ECY 638	Physical and Health Care Support in Early Childhood Special Education	3
ECT 625	Positive Behavioral Supports <sup>1</sup>	3
ECT 654	Communication and Technology Applications In Early Childhood Special Education	3
ECY 689	Advanced Topics in Special Education/ School Psychology	3
or ECT 627	Collaborative Processes	
EDR 652	Pre and Early Reading Instruction	3
<b>Total Hours</b>		<b>36-39</b>

<sup>1</sup> May not be required if previously completed

## Alternative Master's in Special Education Collaborative Teacher K-6 & 6-12

The MAEd in Special Education degree for the Collaborative Teacher K-6 & 6-12 Alternative Master's Program leads to Alternative Class A Alabama professional educator certification. The program requires 40-43 hours. A minimum GPA of 3.0 is required.

Requirements	Hours	
<b>Teaching Field Courses</b>		
ECT 519	Methods of Reading Assessment, Instruction & Intervention <sup>*</sup>	3
ECT 520	Formative and Summative Assessment	3
ECT 521	IEP Programming and Lesson Planning	3
ECT 522	Language and Communication Facilitation	3
EEC 522	Methods of Teaching the Development of Reading Comprehension <sup>*</sup>	3
<b>Professional Studies</b>		
ECT 523	Instructional Methods	3
ECT 524	Sensory, Health and Physical Methods	3
EEC 521	Methods of Teaching Foundations of Reading Development <sup>*</sup>	3
ECT 525	Positive Behavioral Supports	3
ECT 527	Collaborative Processes	3
ECT 528	Legal Issues and Trends	3
<b>Internship</b>		
ECT 531	Internship in Collaborative Teaching	6

ECT 532	Student Teaching Seminar	1
<b>Survey of Special Education</b> <sup>1</sup>		<b>0-3</b>
ECY 600	Introduction to Exceptional Learner <sup>1</sup>	
<b>Total Hours</b>		<b>40-43</b>

<sup>1</sup> May not be required if previously completed  
 \* Courses designated to meet Alabama Literacy Act guidelines

## Alternative Master's in Early Childhood Special Education

The MAEd degree in Early Childhood Special Education Alternative Master's program leads to recommendation for Alternative Class A Alabama professional educator certification. The program requires 37 to 40 hours. A minimum GPA of 3.0 is required.

Requirements		Hours
<b>Teaching Field Specific Methods Courses</b>		
ECY 537	Assessment in Early Childhood Special Education	3
ECT 521	IEP Programming and Lesson Planning	3
ECT 554	Communication & Technology Applications In Early Childhood Special Education	3
ECY 538	Physical and Health Care Support in Early Childhood Special Education	3
EDR 652	Pre and Early Reading Instruction	3
<b>Professional Studies</b>		
ECY 536	Early Intervention and Preschool Curriculum and Methods	3
ECT 555	Early Primary Curriculum and Methods	3
ECT 525	Positive Behavioral Supports <sup>1</sup>	3
ECY 535	Foundations of Early Childhood Special Education	3
ECT 527	Collaborative Processes	3
or ECY 689	Advanced Topics in Special Education/ School Psychology	
<b>Internship</b>		
ECY 672	Internship in Early Childhood Special Edu	6
ECT 532	Student Teaching Seminar	1
<b>Survey of Special Education</b> <sup>1</sup>		<b>0-3</b>
ECY 600	Introduction to Exceptional Learner	
<b>Total Hours</b>		<b>37-40</b>

<sup>1</sup> May not be required if previously completed

## Graduate Certificate in Supporting Individuals with Exceptionalities

Requirements		Hours
Select five of the following courses		15
ECY 600	Introduction to Exceptional Learner	
ECY 635	Foundations of Early Childhood Special Education	
ECY 636	Early Intervention and Preschool Curriculum and Methods	
ECY 637	Assessment in Early Childhood Special Education	
ECY 638	Physical and Health Care Support in Early Childhood Special Education	
ECT 519	Methods of Reading Assessment, Instruction & Intervention	

or ECT 619	Methods of Reading Assessment, Instruction, and Intervention
ECT 520	Formative and Summative Assessment
or ECT 620	Formative and Summative Assessment
ECT 521	IEP Programming and Lesson Planning
or ECT 621	IEP Programming and Lesson Planning
ECT 522	Language and Communication Facilitation
or ECT 622	Language and Communication Facilitation
ECT 523	Instructional Methods
or ECT 623	Instructional Methods
ECT 524	Sensory, Health and Physical Methods
or ECT 624	Sensory, Health and Physical Methods
ECT 525	Positive Behavioral Supports
or ECT 625	Positive Behavioral Supports
ECT 527	Collaborative Processes
or ECT 627	Collaborative Processes
ECT 654	Communication and Technology Applications In Early Childhood Special Education
ECT 655	Early Primary Curriculum and Methods
KIN 649	Advanced Adapted Physical Education & Coaching

## ECT-Collaborative Teacher Educ Courses

### ECT 519. Methods of Reading Assessment, Instruction & Intervention. 3 Hours.

This 3-hour course addresses knowledge and skills needed for selecting, administering, analyzing, interpreting, and discussing reading assessments. The foci of the course include utilizing the assessment data for the development of differentiated reading instruction, targeted intervention, and special education referral and review.

### ECT 520. Formative and Summative Assessment. 3 Hours.

In-depth analysis of testing, assessment, and accountability applied to special education. This course focuses on the analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

### ECT 521. IEP Programming and Lesson Planning. 3 Hours.

This course focuses on the diagnosis and evaluation of students with disabilities using a variety of developmentally appropriate curriculum-based assessments, criterion referenced, and norm-referenced tests. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives, transition planning, and Response to Intervention planning. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

### ECT 522. Language and Communication Facilitation. 3 Hours.

This course provides information on communication assessment and intervention procedures useful for teachers of students with disabilities. This course includes an overview of typical language development and research on effective naturalistic communication interventions. Candidates incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 523. Instructional Methods. 3 Hours.**

This course provides information on research-based instructional strategies for equipping students with disabilities with the skills and knowledge to help them thrive in the classroom and beyond the school day. Particular emphasis is placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming are addressed. Students incorporate data-based decision making, IEP development, and lesson planning to teach students with disabilities.

**ECT 524. Sensory, Health and Physical Methods. 3 Hours.**

This course introduces research-based assessment and instructional strategies for equipping students with sensory, health, and physical disabilities with the skills and knowledge to help them thrive in the classroom and beyond the school day. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 525. Positive Behavioral Supports. 3 Hours.**

This course presents definitions and measurements of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. There is an emphasis on procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Students incorporate data-based decision making, IEP development, and lesson planning to teach students with disabilities.

**ECT 526. Assistive and Instructional Technology. 3 Hours.**

This course examines the use of computer-based instruction and management systems to facilitate classroom instruction. The course includes issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for individuals with disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**Prerequisites:** ECY 600 [Min Grade: C]

**ECT 527. Collaborative Processes. 3 Hours.**

This course provides a variety of collaborative options for supporting students with disabilities. These include collaborating with families, related service personnel, agencies, paraprofessionals, and other professionals.

**ECT 528. Legal Issues and Trends. 3 Hours.**

This course explores current laws and trends relating to special education.

**ECT 529. Teaching Literacy and Reading in Inclusive Settings. 3 Hours.**

The purpose of this course is to provide teacher candidates with an understanding of a balanced approach to literacy and research-based best practices for supporting literacy development among a diverse population of students. This knowledge affords teachers the ability to choose curricular goals, design instruction, promote student achievement, and assess and/or report student to a variety of stakeholders.

**Prerequisites:** EDU 500 [Min Grade: C] and ECY 600 [Min Grade: C]

**ECT 530. Effective Teaching and Learning. 3 Hours.**

This course focuses on the effective teaching and learning of students with disabilities. Course work will focus on planning appropriate lessons that support the student, ways to engage all learners and analyze teaching effectiveness. Candidates will also learn ways of using feedback to guide further learning and ways of using assessment to inform instruction.

**Prerequisites:** EDU 500 [Min Grade: C] and ECY 600 [Min Grade: C]

**ECT 531. Internship in Collaborative Teaching. 3-9 Hours.**

These courses are required in UAB's Alternative Master's Program (AMP) for a Master of Arts in Education with Alternative Class A certification for teaching in the following areas: Collaborative Teacher K-6 and Collaborative Teacher 6-12. The purpose of ECT 531 is to prepare teachers to use best practices for teaching within their content area. As stipulated by the ALSDE Administrative Code, determining readiness to serve as a certified teacher shall require competence to teach as demonstrated in an internship of a full semester of full-time student teaching. Collaborative Teacher K-6 and 6-12 interns have two placements to satisfy their K-6 and 6-12 certification requirements.

**ECT 532. Student Teaching Seminar. 1 Hour.**

This course accompanies student teaching/internship to support and extend the efforts of student teaching. The course focuses on the successful completion of edTPA assignments and submission.

**ECT 554. Communication & Technology Applications In Early Childhood Special Education. 3 Hours.**

The purpose of this course is to provide information on communication facilitation and assistive and instructional technology applications for young children with delays or disabilities. The course examines the use of various communication systems, naturalistic communication strategies, computer-based instruction and management systems, issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for young children with delays or disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Candidates incorporate evidence-based decision-making, IFSP and IEP development, and program planning to facilitate communication and provide instruction for young children with delays or disabilities and their families.

**ECT 555. Early Primary Curriculum and Methods. 3 Hours.**

Universal design, response to intervention, and co-teaching are central components of this course. This course provides information on providing evidence-based instructional strategies and support to young children (K-3) with delays or disabilities. The intent is to equip children (K-3) with the skills and knowledge to help them thrive in the classroom, as well as other settings. Particular emphasis is placed on applied teaching strategies for the acquisition and generalization of skills.

**ECT 580. Early Numeracy Foundations and Algebraic Thinking. 3 Hours.**

This course focuses on mathematics content, teaching standards, and interventions at the K-6 grade level with an emphasis on foundational numeracy skills and algebraic thinking. Instruction centers on blending conceptual understanding and computation, as well as examining how students develop early numeracy skills through counting, base-ten operations, number strings, and multiple representations. Candidates analyze instructional tasks through the dual lens of learner and teacher, use student data (including early numeracy screeners), and apply evidence-based practices to support diverse learners, including students with dyscalculia. Alignment with NCTM Standards and the Alabama Numeracy Act is emphasized.

**ECT 581. Developing Proportional Reasoning and Problem Solving Skills for All Learners. 3 Hours.**

This course focuses on strengthening proportional reasoning and problem-solving skills for K–6 learners through inquiry-based mathematics instruction. Rather than focusing on only computation, the course supports conceptual understanding through inquiry-based tasks that promote applied knowledge, discourse, and productive struggle. Candidates engage in problem-solving experiences, analyze instructional strategies, and examine how to support all learners in developing their proportional and geometric reasoning skills across contexts. The course aligns with the National Council of Teachers of Mathematics Standards and the Alabama Numeracy Act.

**ECT 619. Methods of Reading Assessment, Instruction, and Intervention. 3 Hours.**

This course addresses knowledge and skills needed for selecting, administering, analyzing, interpreting, and discussing reading assessments. The foci of the course include utilizing the assessment data for the development of differentiated reading instruction, targeted intervention, and special education referral and review.

**ECT 620. Formative and Summative Assessment. 3 Hours.**

In-depth analysis of testing, assessment, and accountability applied to special education. The course includes an analysis of applied issues such as standards-based reform, annual yearly progress, response to intervention, and program effectiveness. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 621. IEP Programming and Lesson Planning. 3 Hours.**

This course focuses on the diagnosis and evaluation of students with disabilities using a variety of appropriate curriculum-based, criterion referenced, and norm-referenced tests. Emphasis is on the interpretation of information from assessments into Individualized Education Program annual goals and objectives, transition planning, and Response to Intervention planning. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 622. Language and Communication Facilitation. 3 Hours.**

This course provides information on communication assessment and intervention procedures useful for teachers of students with disabilities. This course includes an overview of typical language development and research on effective naturalistic communication interventions. Candidates incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 623. Instructional Methods. 3 Hours.**

This course provides information on research-based instructional strategies for equipping students with disabilities with the skills and knowledge to help them thrive in the classroom and beyond the school day. Particular emphasis is placed on general instructional strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming are addressed. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 624. Sensory, Health and Physical Methods. 3 Hours.**

This course introduces research-based assessment and instructional strategies for equipping students with sensory, health, and physical disabilities with the skills and knowledge to help them thrive in the classroom and beyond the school day. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 625. Positive Behavioral Supports. 3 Hours.**

This course presents definition and measurement of behavior, reinforcement strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. There is an emphasis on procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Students incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**ECT 626. Assistive and Instructional Technology. 3 Hours.**

This course examines the use of computer-based instruction and management systems to facilitate classroom instruction. The course includes issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for individuals with disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Students will incorporate data-based decision making, IEP development and lesson planning to teach students with disabilities.

**Prerequisites:** ECY 600 [Min Grade: C]

**ECT 627. Collaborative Processes. 3 Hours.**

This course provides a variety of collaborative options for supporting students with disabilities. These include collaborating with families, related service personnel, agencies, paraprofessionals and other professionals.

**ECT 628. Legal Issues and Trends. 3 Hours.**

This course explores current laws and trends relating to special education.

**ECT 631. Practicum in Collaborative Teaching. 3-9 Hours.**

The purpose of this course is to prepare teachers to use recommended practices for teaching within their content area. As stipulated by the ALSDE Administrative Code, determining readiness to serve as a certified teacher shall require competence to teach as demonstrated in a focused practicum experience. Field experience is required.

**ECT 654. Communication and Technology Applications In Early Childhood Special Education. 3 Hours.**

The purpose of this course is to provide information on communication facilitation and assistive and instructional technology applications for young children with delays or disabilities. The course examines the use of various communication systems, naturalistic communication strategies, computer-based instruction and management systems, issues related to the integration of technology into instructional design, a review and analysis of educational software, an exploration of educational considerations of technology for young children with delays or disabilities, an evaluation of assistive technology options, and an overview of instructional and managerial computer applications. Candidates incorporate evidence-based decision-making, IFSP and IEP development, and program planning to facilitate communication and provide instruction for young children with delays or disabilities.

**ECT 655. Early Primary Curriculum and Methods. 3 Hours.**

Universal design, response to intervention, and co-teaching are central components of this course. This course provides information on providing evidence-based instructional strategies and support to young children (K-3) with delays or disabilities. The intent is to equip children (K-3) with the skills and knowledge to help them thrive in the classroom, as well as other settings. Particular emphasis is placed on applied teaching strategies for the acquisition and generalization of skills. In addition, strategies for implementing individualized and effective programming in all curricular areas are addressed. Candidates incorporate evidence-based decision-making, design instructional programs, provide instruction, and monitor the progress of children K-3 with delays or disabilities. The course also focuses on co-teaching and working as a member of the team along with paraprofessionals, related service personnel, general educators, and families.

**ECT 679. Advanced Legal Aspects of Special Education. 3 Hours.**

Provides students with an in-depth examination of legal information pursuant to individuals with disabilities. The Individuals with Disabilities Education Act and its related amendments, the Americans with Disabilities Act, and Section 504 of the Improvement Rehabilitation Act are major federal laws reviewed in this course. Special education litigation also is addressed during the course.

**ECY-Special Education Courses****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.