

## Advising Sheet:

### 18 Credit Advanced Certificate Program for Special Education Teacher, Birth-2 Coordinator: Dr. Danielle Magaldi, [danielle.magaldidopman@lehman.cuny.edu](mailto:danielle.magaldidopman@lehman.cuny.edu)

The Advanced Certificate in Students with Disabilities (Birth-2) program is designed for teachers who are already certified in Early Childhood Education, Birth-2. This 18 credit program authorizes a teacher who is currently certified in Early Childhood Education, Birth-2, to teach Students with Disabilities in Birth-2.

#### Pre-requisite Course (3 credits)

- EDS 701: Understanding Individuals with Disabilities. *3 hours, 3 credits.* This introductory course studies mild, moderate, and severe disability conditions that affect individuals across the lifespan. Included are: historical foundations, key legislation governing education and habilitation of individuals with disabilities, etiology and comorbidity, assistive technologies, school-based programming, parent advocacy and collaborative work with families, impact of cultural and linguistic diversity on identification and classification, and transition to independent living and provision of services across the lifespan. (*15 fieldwork hours required.*) PREREQ: Permission of the adviser.  
USUALLY AVAILABLE IN FALL OR SPRING

#### Core Courses (9 Credits)

- EDS 743: Behavioral Assessment, Management, and Change. *3 hours, 3 credits.* The study of applied behavior analysis (A.B.A.) theories and techniques for individualized academic, daily life, and social/behavioral interventions with at-risk, culturally and linguistically diverse, and/or special needs children and adults across the lifespan. Specific applications of applied behavior analysis techniques for behavior management in home, school, and community settings. PREREQ: [EDS 701](#) or permission of the advisor  
USUALLY AVAILABLE IN SPRING
  
- EDS 704: Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Special Needs. *3 hours, 3 credits.* Curriculum and instructional practices appropriate for young children with special needs, including: curriculum standards, designing learning environments, developing effective strategies for teaching readiness and content area skills, developing social skill programs, collaborative teaching techniques, and using informal checklists in the development of appropriate IFSP /IEP goals and objectives. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and monitoring student progress will be incorporated throughout the course. (*15 hours practicum teaching required.*) PREREQ: [EDS 703](#); COREQ: [EDS 705](#).  
USUALLY AVAILABLE IN FALL

- EDS 741: Psycho-educational Evaluation of Children with Learning Problems. *3 hours, 3 credits*. Theoretical bases of testing and techniques underlying psychoeducational evaluation of children with learning and behavior problems. Issues of standardized, informal, observational, computer-based, curriculum, and portfolio assessment will be addressed. Special attention will be placed on the impact of culture, language, and gender on testing. In a practicum setting, students will administer tests and score, interpret, and share results with parents, teachers, and other professionals. Issues of advocacy and self-advocacy will be addressed. (*15 hours practicum teaching at the developmental level of study required.*) PREREQ: [EDS 701](#) or permission of the advisor.  
USUALLY AVAILABLE IN SPRING

#### **Practicum (6 credits)**

- EDS 703: Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Children with Special Needs. *3 hours, 3 credits*. This supervised practicum focuses on the use of formal and informal behavior assessment practices with culturally and linguistically diverse young children with special needs in inclusive classrooms, the development of appropriate I.F.S.P. and I.E.P. goals in relation to behavioral assessment, the application of behavioral principles of classroom management to inclusive classrooms, and the specific steps and data collection procedures needed to implement a behavior change process with young children. (*45 hours Supervised Practicum Teaching: Birth-2 years and/or children 3-5 and/or children 6-8 required.*) PREREQ: [EDS 701](#) and EDS 702; COREQ: EDS 743 and permission of the adviser.  
USUALLY AVAILABLE IN SPRING
  
- EDS 705: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children with Special Needs. *3 hours, 3 credits*. Focusing on the selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse young children with special needs. The development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the child's levels of functioning and cultural and linguistic background. Also addressing the selection of instructional materials and technologies; individualization and group service delivery; collaborative teaching; training of parents as reinforcers of acquired skills; adaptive and social skill acquisition; and the evaluation of students and programs. Course requires submission of a videotaped lesson for evaluation. (*45 hours Supervised Practicum*)  
USUALLY AVAILABLE IN FALL