Courses in Masters Degree LD Emphasis Area

CEP 801A

Collaboration and Consultation in Special Education

This course develops the knowledge, skills, and professional dispositions related to effective collaborative problem solving. Special educators and general educators interact together in many collaborative activities both inside and outside of school to support students, families, and the community. This course explores evidenced-based practices in key collaborative spaces in schools, including (1) IEPs, (2) pre-referral intervention assistance teams (i.e. child study teams, student support teams), (3) Positive Behavior Intervention and Supports, (4) RTI teams, (5) behavioral consultation, (6) working with paraeducators, (7) transition planning, (8) collaborative teaching, (9) serving as an intervention specialist who helps create access to the general education curriculum, and (10) home/school/community services. Undergirding the course is a focus on developing and applying key principles of effective collaboration and consultation while developing a critical content expertise about best practices in key collaborative structures.

CEP 802a

Inquiry in Special Education: Math Methods for Students with Mild Disabilities

This course is designed to prepare special education teachers in several critical roles related to the education of students with mild disabilities in the area of mathematics. These roles include providing intensive and tailored remedial instruction and serving as a learning specialist who helps students access the general education curriculum in K-12 classrooms. This course prepares prospective special education teachers to provide direct, intensive services to individuals with disabilities and indirect services through alternative service delivery models (e.g., consultation, co-teaching).

CEP 803A

Assessment of Students with Mild Disabilities

Assessment serves as a cornerstone of special education, both in terms of eligibility determination and instructional planning. This course focuses on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, curriculum-based assessments and measurement, and dynamic assessment. We examine assessments designed specifically for evaluating students’ literacy skills, mathematics skills, behavior, and intelligence. Students conduct an in-depth assessment project in which multiple
assessment methods are used to evaluate an at-risk student or student identified with special needs in a particular domain and make recommendations for services and instruction.

**CEP 804A**

**Literacy Instruction for Students with Mild Disabilities**

This course develops the knowledge, skills, and predispositions related to the effective assessment and implementation of reading and written language interventions for students with literacy related difficulties. Difficulties in reading, language, and writing impede with the performance of students with disabilities across the school curriculum. This course is designed to help educators respond to these difficulties through an examination of methods that can be employed to: (1) observe and measure the reading and writing performance of special education students; (2) design interventions that address students’ phonemic awareness, decoding, vocabulary, fluency, comprehension, and motivation abilities; (3) develop and implement literacy interventions that improve the strategy knowledge and self-regulated performance of students as they read and write expository or narrative texts; (4) evaluate the literacy progress of students through frequent progress monitoring; and (5) implement evidence-based teaching practices that promote students’ deep knowledge, mastery and understanding of literacy principles and skills.

**CEP 828**

**Behavioral Analysis and Intervention for Students with Emotional Impairments**


**CEP 840**

**Policies, Practices, and Perspectives in Special Education**

This course introduces the practice of special education in today's schools, with a focus on the United States. We will analyze characteristics of students with learning and behavior disabilities and the implications of learner differences for the legal and professional responsibilities of classroom teachers. We will survey general principles of instruction that can help improve students' access to the general education curriculum, including collaboration with other professionals, universal design for learning, response to intervention (RTI), and assistive technology. Each of these topics is covered in more depth in later courses. We also address multicultural considerations in the diagnosis and instruction of students with disabilities. The overall goal of the course is to expand your expertise and confidence in providing an inclusive classroom that effectively addresses the needs of the diverse population of students.
CEP 841

Classroom and Behavior Management in the Inclusive Classroom

This course is designed to provide teachers and other practitioners with a foundational knowledge in classroom management, behavioral intervention for mild/moderate behavioral challenges, and knowledge of behavioral technologies to support classroom teaching with diverse students, including those with special needs. Especially salient to this course is the acknowledgement of prevention and intervention strategies conducted at multiple levels, including the macro level of schools and communities and at the micro level as teachers negotiate meaning with students on a moment-to-moment basis. Students will directly utilize a series of behavioral assessments in a variety of domains to build a technology of resources for identifying and successfully intervening with problematic behavior. The functional analysis of the etiology of behaviors will allow students to identify crucial factors that motivate, prompt, and maintain the behavior. Students will then apply their principles and understanding of behavioral change to develop and implement behavioral, social, and academic interventions.

CEP 842

Content Area Instruction for Students with Mild Disabilities Spring Semester

In this course, we will investigate instructional practices that can be used in general education classrooms to improve the learning and academic performance of students with mild learning problems and disabilities. We will focus on instruction in the content-area subjects of science, social studies, and mathematics. Our goal is not to examine how to teach these subjects, but, rather, how to design and differentiate instruction that is sensitive to individual learning needs and preferences. We also will address Universal Design for Learning, collaborative planning for instruction, secondary and transition services, and creating a classroom climate in which all students have the opportunity to participate and succeed.

CEP 850

Technology and Literacy for Students with Mild Disabilities

This course will examine the use of technology to meet the needs of students who face challenges reading and comprehending text. We will examine ways in which technology can be used to support students' literacy acquisition and to improve their performance and independence as they read and write. We will consider students with literacy difficulties and students with mild disabilities (such as learning disabilities), and will examine technology applications that can be used in the general education classroom. Participants will examine a
variety of technology-based applications online, choose applications that are relevant for the students they teach, and create a technology and literacy plan.

**CEP 894G**

*Special Education Practicum: Children and Youth with Learning Disabilities*

Field experience with students who have learning disabilities, coordinated to extend course content in CEP 804A and CEP 842. Includes planning, implementing, and critiquing instruction in elementary and secondary school settings.

**CEP 893F**

*Special Education Internship: Teaching Students with Learning Disabilities*

Supervised student teaching in elementary and secondary education programs for students with learning disabilities.

**TE 846**

*Accommodating Differences in Literacy Learners*

There are very few classrooms in the United States today that do not have at least a few struggling readers and writers. More and more, teachers and schools are being held accountable for meeting these students’ literacy learning needs. To meet these needs in a diverse student population, it is vital to make sure every instructional staff member (a) understands how literacy is relevant to student success, regardless of content area, and (b) can successfully integrate evidence-based literacy instructional practices into their teaching. Accordingly, this course is organized around five broad topical areas and associated literacy instruction and assessment practices: cultural and linguistic differences, individual motivation differences, neuropsychological differences, instructional arrangements to accommodate learning differences, and core components of effective literacy instruction. Students in the course learn about the principles of instruction and remediation in reading and writing, classroom assessment techniques for reading and writing, and materials and adaptations for reading and writing instruction. They also learn how to critically evaluate materials, curricula, programs, and practices used in literacy instruction, and how to select, modify, and design literacy materials, tasks, and teaching techniques to meet the specific needs of struggling readers and writers.
Practicum and Internships

If you are completing the MA degree-only option (no endorsement), the following section of this Handbook does not apply to you. If you are seeking an endorsement in LD or ASD, you will be required to take at least one practicum and, if you don’t have a prior special education endorsement, an internship.

The practicums are 3-credit experiences that are associated with a particular course. In the LD emphasis area, one practicum (CEP 894) is taken in conjunction with CEP 842 (content-area instruction). Another is taken in conjunction with CEP 804A (literacy methods). In a practicum, you are able to apply the theoretical and practical knowledge from the affiliated courses in the instruction and assessment of students with disabilities in school settings. If you are in an endorsement program, it is expected that you will complete the practicum with the types of students in that endorsement area—LD students for the LD endorsement, ASD students for the ASD endorsement. The practicums help you meet State of Michigan requirements for endorsement.

The internship is a 3- to 6-credit extended teaching experience in which you will be asked to engage in a series of specific tasks in which you apply the assessment, instructional, behavioral, and collaborative skills you have learned in the masters program. The internship can only be taken after you have completed all the other requirements of the program, and is offered only in the spring semester.

Because students in the MA program can be spread across the country and, indeed, around the world, we are not able to make arrangements for your practicums and internship. You will need to locate a setting and students that permit you to meet the practicum requirements during the time you are enrolled in the practicums and internship. The course instructor can help advise you of the suitability of a practicum setting. However, if you have any questions about your ability to find a suitable placement, you should immediately contact the MA Program Coordinator or your advisor. To assist you in planning for these experiences, here is a summary of the expectations and requirements necessary for the approval of any practicum setting.

Practicum Hours

90 total contact hours is required for each practicum, including 90 hours in the instruction of students with disabilities in content-area instruction (during CEP 842) and 90 hours in the instruction of students with disabilities in literacy (during CEP 804A). A log of hours must be completed and submitted at the conclusion of the practicum.

Instructional Group that Includes Students with Disabilities: In the practicum setting, you must have access to an instructional group that includes with disabilities who match the endorsement criteria (i.e., LD or ASD). Further, you must have a minimum of 6 contact hours per week with the group in instructional activities designed to satisfy the applied requirements of the associated course (literacy, content-area instruction).

Onsite Supervisor: An onsite supervisor within the school district who has certification in the desired endorsement area must be identified, and the associated paperwork bearing the supervisor’s signature must be submitted in order for the supervisory arrangement to be reviewed and approved.
Appropriate Instructional Setting: Practicums must be completed in the settings in which the students in your endorsement area are typically educated by qualified personnel. Thus, most LD practicums and internships are completed in K-12 classrooms. ASD practicums and internships may be completed in K-12 settings or in center- or home-based programs, as long as these are directed by qualified personnel. Home-based tutoring or other activities conducted outside the auspices of a certified educational entity are not appropriate as internship or practicum settings.

Videotaping: Teaching videos are required as integral parts of the practicums and internship. You will analyze and reflect about your own teaching, through the videos you create, and videos also will be reviewed by course instructors. In some cases, you will be asked to share your teaching videos with other students in your program. Finally, teaching videos are a key piece in your teaching portfolio.