

Master of Art in Teaching: Autism Spectrum Disorders (41 – 42 s.h.)

EDU 5000 Current Developments in Teaching and Learning Theory 2 s.h.

A critical analysis of the major principles of teaching and classroom learning. An investigation of the theoretical, sociological, and philosophical foundations of various theories of learning as applied to effective instruction; recent trends and traditional theories which contribute to excellence in the teaching and learning process.

EDU 5050 American Education: Historical, Social, and Political Perspectives 2 s.h.

A focus on the historical events, ideological controversies, and political and social forces that have shaped the American education system from the colonial period to the present. Designed to develop in educational leaders an understanding of the relationship between schooling and society.

EDU 5070 Schooling In Comparative and International Perspectives 2 s.h.

Provides an overview of education systems and developments in selected countries; describes major similarities and differences among these systems of education; and delineates exemplary practices of some countries that may be worth emulating by others. Particular attention is given to assessing Americans' education in international context, and to inquiring about developments around the world that may have important implications for the improvement of American schools.

EDU 5080 Instructional Research and Evaluation 2 s.h.

A focus on the knowledge and skills needed by educational leaders to evaluate programs within the areas of their professional responsibility. Evaluation of research activities and examination of when and how the contributions of more advanced evaluation professionals should be consulted.

SED 5330 Transition Planning Issues & Practices 3 s.h.

The legal basis and practices of transition planning, articulating both philosophical and pragmatic concerns. The unique needs of students experiencing learning disabilities are considered in light of the demands posed by various curriculum areas, situations and settings. Course participants will acquire skills and techniques designed to help students experience less dependence on caregivers and greater independence in school settings and the broader community.

SED 5500 Methods of Teaching Students with Mild Disabilities 3 s.h.

Prerequisite: SED 5450. Overview and analysis of special education practices based on current learning theories and research findings related to teaching students who experience high incidence learning and behavior problems. Specific procedures for planning and delivering instruction in both academic and non-academic areas will be reviewed. Specific topics addressed include: social skill development, pre-vocational and vocational training, general curriculum modification and accommodation strategies.

SED 6090 Formal and Informal Assessment 4 s.h.

Prerequisite: SED 5450. Students become skilled in the administration, interpretation and reporting of educational evaluations. Emphasis on the selection of instruments, administration, scoring, interpreting, and recommendation aspects of the evaluation process, examining formal and informal tests in oral and written language, reading, and mathematics and emphasizing an understanding of the psychometric properties of assessment methods. The content of the course familiarizes students with the nature and purpose of psychological assessment. Practitioners develop and refine diagnostic skills that assist in the understanding and improvement of student learning.

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SED 6220 Consultation and Collaboration (Modified Course) 3 s.h.

An overview of the staff and parent interaction roles and responsibilities of teacher consultant in inclusive settings. The distinct and differentiating characteristics of consultation and collaboration delineated, and extensive guided practice opportunities are afforded to students in both areas. Inter-agency collaboration strategies are presented and students review and discuss selected pieces of broader ranging organizational change literature.

ASD 5400 Interdisciplinary Perspective of ASD 2 s.h.

Examines the theoretical underpinnings of the M.A.T. in ASD. The behavioral, developmental, educational and medical research relative to ASD is explored to develop an understanding of this disorder from a interdisciplinary perspective. Students learn to identify the **ecological forces in a child's life to maximize** intervention.

ASD 5410 Foundations of ASD: Educational Implications 4 s.h.

An overview of the ASD field to include history, etiology, policy, conditions, characteristics, and diagnosis. Learning characteristics and sensory integration patterns are addressed with a focus on critical analysis of intervention research, theory, and practice. Socio-cultural issues such as the impact of the legal system, reaction and independent living are explored, with an emphasis on collaboration with general educators, families, and allied service providers.

ASD 6410 Behavioral and Social Issues in ASD 3 s.h.

Prerequisite: ASD 5410. Examines the educational implications of the diverse behavioral and social characteristics associated with autism spectrum disorder. Procedures for identification and research based interventions; team based assessments and behavioral supports; sensory needs and behavior, and designing environments for preventing sensory overload. Research based interventions are examined to maximize behavioral and social skills for students with ASD.

ASD 6420 Communication and Language in ASD 3 s.h.

Prerequisite: ASD 5410. An overview of expressive and receptive language development, patterns, and difficulties with ASD. Traits and characteristics of language and communication are explored. Students learn the functions and relationships of communication and language to behavior and social skills, and to align student needs to skill based interventions and treatment programs, including use of assistive technology.

ASD 6430 ASD: Educational Interventions 3 s.h.

Prerequisite: ASD 5410. Assessment, teaching, and modifying curricula and instruction for children and youth with ASD. Current assessment instruments and tying assessment outcomes to curricular planning, selecting best practice educational intervention programs, treatments and instructional strategies, and adapting individualized programs to the general education curriculum. Utilizing various data keeping systems to monitor and evaluate interventions. A focus on collaboration with parents and service providers is embedded.

ASD 6500 Student Teaching: Autism 5 s.h.

Prerequisite: Admission to student teaching. To be taken with the autism spectrum disorders seminar, ASD 6930. Required when ASD is the initial special education endorsement. Student teachers apply theory to practice with a focus on formal and informal assessments, instructional planning and implementation, behavioral assessments and supports, and collaborative partnerships with parents and allied service providers. 300 hours of professional field experience required.

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ASD 6700 Autism Practicum I 2 s.h.

ASD 6720 Autism Practicum II 2 s.h.

Prerequisite: Admission to student teaching. *To be taken with the autism spectrum disorders seminar, ASD 6930. Required when the ASD endorsement candidate has prior special education endorsement(s).* Applying theory to practice, emphasizing academic and behavioral assessments, instructional planning and implementation, and professional competencies of special education teachers. Students complete 90 hours of practice in each of ASD 6700 and ASD 6720.

ASD 6930 Autism Spectrum Disorders Seminar 1 s.h.

To be taken with ASD 6500 or ASD 6700-6720. Seminar to support students as they practice and integrate teaching behaviors stemming from “best practice” and empirical research. Students are given opportunities to evaluate and reflect on the effectiveness of their teaching in the classroom, a critical attribute of good educators. Current issues in education, special education and the field of Autism Spectrum Disorders are discussed in the traditional seminar format. Students are given reading assignments to critically analyze, which lay the foundation for class discussions.

ASD 6960 Autism Spectrum Disorders Project 2 s.h.

Prerequisite: completion of Autism specialty; taken in last year of program. Students propose and complete a project demonstrating significant scholarly work in the field Autism Spectrum Disorders, or related area of professional inquiry. The project is developed under the guidance of a member of the faculty and is necessary for completion of the Master of Arts in Teaching.