

Master of Arts in Teaching: Learning Disabilities (38 – 39 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.

**LD 5350 Psychological Issues in Learning Disabilities 3 s.h.**

Review of current psychological research on P-12 grade students with learning disabilities in academic skills, attention, behavior, and other functions. Emphasis on stage-related issues in several developmental domains; neurological, cognitive, and socio-emotional. Implications for development and learning are considered within the contexts of culture/ethnicity, family systems, and gender. Psychologically-based service delivery models for teaching and related professions also are discussed.

**LD 5450 Learning Disabilities 3 s.h.**

An introduction to the field of learning disabilities: the inception of the field to present day practices and theoretical models; current definitions of learning disabilities which address etiological factors and characteristics associated with the condition; the components of the IEP document, including associated regulatory mandates; research findings regarding service delivery models; and program interventions used in public and private schools for learning disabled students.

**LD 5720 Diagnostic and Remedial Techniques in Reading 3 s.h.**

Study of identification of reading and associated problems and the causes and correlates of reading disabilities. Emphasis placed on informal testing procedures, planning for instruction, and implementing and evaluating remedial programs for students with disabilities.

**LD 6010 Language Problems in the Learning Disabled Student 3 s.h.**

Key concepts and essential framework for understanding language development and language learning disorders in the learning disabled population. Emphasis on identifying language disorders, analyzing patterns of language deficits, and approaches. Specific intervention procedures tailored to patterns of language impairment are presented. Special emphasis on the interrelatedness of disorders of spoken (listening and speaking) and written (reading and writing) language development and disorders.

**LD 6500 Student Teaching: Learning Disabilities 5 s.h.**

Prerequisite: Admission to student teaching. *To be taken with the learning disabilities seminar, LD 6930. Required when LD 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.

**LD 6700 LD Practicum I 2 s.h.**

**LD 6720 LD Practicum II 2 s.h.**

Prerequisite: Admission to student teaching. To be taken with the learning disabilities seminar, LD 6930. Required when the LD 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 LD 6700 and LD 6720.

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**LD 6930 Learning Disabilities Seminar 1 s.h.**

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.

**LD 6960 Learning Disabilities Project 2 s.h.**

Prerequisite: completion of LD 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.