

**Appendix B**  
**Course Descriptions**

## **Michigan State University: Courses in Masters Degree ASD Emphasis Area**

### **CEP 801A**

#### **Collaboration and Consultation in Special Education**

**Spring semester**

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**

#### **Mildly Impaired**

**Fall semester**

### **CEP 803A**

#### **Assessment of Students with Mild Disabilities**

**Fall semester**

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**

**Spring semester**

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 840**

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

##### **Summer semester**

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**

##### **Summer semester**

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 843**

#### **Autism Spectrum Disorders**

##### **Fall semester**

This course will provide participants with specific knowledge on the characteristics associated with individuals on the Autism Spectrum. The disorder currently includes Autism, Asperger Syndrome, Pervasive Developmental Disorder Not Otherwise Specified, Rett's Syndrome, and Childhood Disintegrative Disorder. This course will also explore the history of Autism Spectrum Disorders (ASD); the etiology of ASD; past and present theories of ASD; prevalence of ASD; co morbid conditions; research on ASD; and the impact of ASD on learning, family systems, and communities. Additionally, this course provides an introduction to various topics including: identification and State of Michigan definition of ASD; pre-referral, referral, and placement; parental collaboration and cultural variability, the impact of ASD on language/communication, behavior, sensory processing, social functioning, and academics; other health and medical considerations, as well as transitions and post-secondary needs. The overarching goal of this course is to provide participants with a broad understanding of the impact of ASD on learning, family, and the community across the lifespan.

### **CEP 844**

#### **Applied Behavior Analysis for Teachers**

##### **Fall semester**

This course examines multiple approaches to behavior analysis and intervention to assist students who engage in severe problem behavior. Course participants will develop a research-based understanding of theory and practice related to the provision of appropriate educational services to students with ASD. This course will emphasize the concepts, principles, techniques, strategies, interventions, and research within the fields of Applied Behavior Analysis and Positive Behavior Support when delivering instruction to students with ASD. The primary objective of this course is to provide participants with the skills necessary to complete a thorough functional behavior assessment, develop a function-based behavioral intervention plan, and implement the behavior plan with a student diagnosed with ASD. Participants will learn to implement antecedent strategies for the prevention of problematic behavior and interventions designed to decrease problem behavior while increasing acceptable alternative behaviors.

### **CEP 845**

#### **Autism Spectrum Disorders: Assessment and Intervention**

##### **Spring semester**

This course examines assessment and intervention for students with autism spectrum disorders (ASD). Participants will develop an understanding of research-based theories and practices in providing appropriate educational services and supports to students with ASD. The course stresses assessments used to determine initial eligibility as well as formative and summative assessments for data-based decisions within the classroom environment. The participants of the course will understand reliability and validity of standardized assessment scores. Participants will develop an understanding and interpretation of standardized assessments including the Autism Diagnostic Observation Schedule (ADOS), Autism Diagnostic Interview-Revised (ADI-R), Autism Rating Scale (ARS), Childhood Autism Rating Scale (CARS), Social Responsiveness Scale (SRS), Test of Early Language Development, Vineland Adaptive Behavior Scales, Stanford-Binet Intelligence Scales-5<sup>th</sup> edition, and Weschler Intelligence Scale for Children – 4<sup>th</sup> edition. This course will develop a link between pre-referral, referral, and placement decisions, situated in a multi-cultural context. In addition, this course emphasizes research-based interventions for students with an ASD across all levels of the education system, including developing functional goals.

**CEP 846**  
**Advanced Topics in Autism Spectrum Disorders**  
**Spring semester**

This course examines advanced topics in the educational treatment of individuals with autism spectrum disorders. The course will offer participants a broad overview of cutting edge treatments available to individuals with ASD and how to examine the research base these treatments. Additionally, participants will learn how to use professional judgment to examine the efficacy of a particular treatment for an individual student. The course stresses multiple perspective-taking, tapping into literatures from several fields, addressing the complex and dynamic nature of interactions that occur within multiple ecological levels and in varied systems and contexts. Students will access lectures and course materials online through the class website on Angel. The overarching goal of the course is to prepare course participants to be well-educated, thoughtful, and highly skilled practitioners who can develop the most appropriate interventions to meet the needs of their students.

**CEP 850**  
**Technology and Literacy for Students with Mild Disabilities**  
**Summer semester**

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 894J****Special Education Internship: Teaching Students with ASDs****Summer or Fall semester**

This course focuses on the application and implementation of practices, techniques, and strategies with students with autism spectrum disorders (ASD). This primary objective is achieved by providing a forum for a supervised practicum experience in which course participants will be supervised by a highly qualified teacher who has an endorsement in ASD. In accordance with the State of Michigan Department of Education, the practicum experience will require a minimum of 240 or 180 direct contact hours for individuals seeking an initial or additional endorsement, respectively. In order to ensure course participants are reaching the teaching standards set forth by Michigan State University they will also be observed, critiqued, and provided feedback via technology by a Michigan State University instructor numerous times throughout the course. Additionally, participants will develop an understanding of creating individualized education plans that are based on formative assessment. Participants will help all students access the general education curriculum using either grade level content expectations or the extended grade level content expectations, creating a curriculum unit that focuses on general education or functional goals.