



## CSU-P Masters in Special Education Course Sequence & Descriptions

**13 courses, 38 credits**

### **Pedagogy Courses Taken With MTI**

#### **ED501-535- Differentiation in the Classroom: Helping All Students Find Success**

The purpose of this class is to develop strategies that can help all students reach their potential. The course will specify what differentiation is, how to incorporate it into the curriculum, and how it can be applied to the classroom. The class will examine the areas of the classroom and instruction that can be differentiated and how the teacher can use a variety of strategies to modify their teaching. The text will present real-life examples of differentiated lesson plans, and teachers will work to create their own activities and strategies to help differentiate their own classrooms. Last, we will examine how a teacher can make sure that they are ready to get started and the steps to make sure that they follow through with differentiating the classroom.

#### **ED501-542- 21st Century Digital Fluencies for Literacy**

The 21<sup>st</sup> Century Digital Fluencies for Literacy will provide teachers and administrators the strategies, knowledge and skills that students must master to succeed in a culture of technology-driven automation, abundance, and access to global labor markets. To achieve this, the course and content will draw upon the course textbook, "Literacy is NOT Enough: 21st Century Fluencies for the Digital Age," by Lee Crockett, Ian Jukes, and Andrew Churches. If students are to thrive in their academic and 21<sup>st</sup> century careers, then independent and creative thinking hold the highest currency. The authors explain in detail how to add these new components of literacy:

- Solution Fluency
- Information Fluency
- Media Fluency
- Creativity Fluency
- Collaboration Fluency

The authors present an effective framework for upgrading literacy instruction for digital learners by integrating comprehensive literacy or fluency into the traditional curriculum.

#### **ED501-575-Unlocking Students Potential with Technology**

This course is designed to provide the learner with tools and strategies to teach effectively with technology. Technology itself is not a curriculum, but rather a way of organizing, delivering and receiving instruction. The course takes an experiential approach to explaining why the strategies and techniques work. This is a great course for beginners all the way to advanced technology users. The course is also great for teachers wanting to incorporate technology more effectively in their classroom/school.

## **This is a CSU-P Core 8-week online course**

### **ED502- Teacher As Change Agent – Summer 2021**

Introduces strategies for professional growth including interpretation of research and professional collaboration.  
Prerequisite: admission to M.Ed. Program.

## **Elective Courses Taken With MTI**

### **MTI501-519-Introduction to Special Education-The Basics of Disabilities and IEP's**

Provides an overview of information for a variety of disabilities. We will study each disability in the following areas: definition of the disability, unique characteristics, curriculum needs which include subject matter suggestions, expectations, organization, and transitions, and social relationships with peers. Each disability is presented with several examples and real-life case studies. Finally, we will review the special education system. This section covers the eligibility process for identifying a student with a disability. The IEP section provides an overview of the various IEP sections, goal writing, and standardized testing options.

### **MTI501-517- Students with ADHD: Teaching with Success and Growth**

This course will encourage the educator to evaluate the challenges facing students with ADHD in the classroom. The educator will learn several strategies and techniques for teaching students in the areas of attention and planning, time management and organization, homework and study skills, encouraging achievement, behavior management, selecting appropriate interventions, accommodations, and adaptations, and classroom strategies. This text provides several reproducible pages which includes worksheets, forms, checklists, and charts. The educator will also gain an understanding of effective data collection, the IEP process including appropriate accommodations, and creating a Functional Behavior Assessment. Finally, the course will cover effective communication with parents and medical personnel

### **MTI501-518- Students with Autism Spectrum Disorder: Teaching with Strategies and Methodologies**

Provides an overview of Autism Spectrum Disorders. Students will gain an understanding of the importance of research-based strategies and methodologies when teaching students with ASD. The course teaches basic ABA principles and methodologies and provides numerous strategies for teaching students with ASD. The course also covers IEP procedures and proper development of an FBA.

## **This is a CSU-P Core 8-week online course**

### **ED503- Teacher as Researcher**

Develops skills at conducting and applying action research strategies to improve teaching and learning.  
Prerequisite: ED 502.

## **Elective Courses Taken With MTI**

### **MTI501-520 Students with Learning Disabilities: Reaching Higher Achievement Across All Grade Levels**

This course will walk the educator through the process of supporting a student with a learning disability from understanding the student's needs to successfully supporting them for the long term. Educators will examine the process of determining how to decide whether students will receive accommodations or strategies while supporting parents throughout the process. They will learn practical strategies, interventions, and activities to more effectively teach students with learning disabilities across all settings and grade levels. Professionals will be challenged to reexamine their teaching and testing practices to more widely accommodate a variety of learning disabilities.

### **MTI501-521-Building Literacy skills for Students with Disabilities**

This course will walk the educator through information about Literacy, Literacy and federal mandates in education, and literacy for students with disabilities. Educators will examine how students with a wide range of disabilities can build literacy and communication skills. Educators will consider how to plan literacy activities, teach literacy skills, and evaluate progress.

### **ED501-572-Fostering Resilient Learners: Strategies for Creating a Trauma -Sensitive Classroom**

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom will help teachers cultivate a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings. Teachers will explore provide proven, reliable strategies to help you:

- Understand what trauma is and how it hinders the learning, motivation, and success of all students in the classroom.
- Build strong relationships and create a safe space to enable students to learn at high levels.
- Adopt a strengths-based approach that leads you to recalibrate how you view destructive student behavior and to perceive what students need to break negative cycles.
- Head off frustration and burnout with essential self-care techniques that will help you and your students flourish.

Educators face the impact of trauma in the classroom every day. This book is a guide to seeking solutions rather than dwelling on problems, to building relationships that allow students to grow, thrive, and—most assuredly—learn at high levels.

## **This is a CSU-P Core 8-week online course**

### **ED504- Leading Change in America's Schools**

Teachers will build their skills in learning how to effectively lead and be proactive in school change.

Prerequisite: ED 502.

## **This is a CSU-P Core 8-week online course and must be taken as the last of the 13 courses**

**ED593-Capstone/Seminar -2 credits**

The **Capstone Seminar** is designed to integrate and synthesize the student's entire course of study. ... The project will enable students to demonstrate their: Knowledge of theory, research, and practice in Special Education, Teacher Leadership and School Change.