
the basic principles of instructional design for teaching students with learning disabilities which will include: conducting individualized needs assessments, development of lesson plans for individual and group instruction; development of appropriate goals and objectives for IEP development; creating and adapting appropriate student performance assessments for lesson plans; and developing and adapting appropriate instructional strategies for teaching students with learning disabilities.

763 Methods for Teaching Divergent and Exceptional Learners (3) (Prerequisite/corequisite: EDUC 761 or permission of the school) F, S, SU. This course examines a range of age-appropriate techniques for quantitatively teaching diverse and exceptional learners in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

764 Practicum: Methods for Teaching Students with Learning Disabilities (1) (Prerequisites/corequisites: Education 761, Education 763 and Psychology 663 or permission of the school) F, S. This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

769 Case Study, Small-Group, and Action Research in Special Education (3) (Prerequisites: All required courses for the M.A.T.-LD and M.Ed.-LD Program with the exception of electives; for M.A.T.-LD Corequisite for M.A.T.-LD only: Education 770) F, S. This course will address research paradigms for studying students with learning disabilities, and for investigating the nature and extent of change in public educational systems. The emphases of this course will include designing and implementing small group studies for students with learning disabilities, as well as critically evaluating the contributions and limitations of published research that use these investigative approaches. Students will also become proficient with appropriate electronic tools for gathering and analyzing data, including qualitative information on students with learning disabilities.

770 Learning Disabilities: Supervised Internship (9) (Prerequisites: all required courses for the M.A.T. in Learning Disabilities, except program electives; Corequisite: Education 769) F, S. This course is a supervised field-based experience in which participants will demonstrate both knowledge and skills expected of educators who work with students who have learning disabilities. The experience provides multiple opportunities to accommodate the needs of individual learners, structuring both learning environments and activities to optimize performance and independence. Participants assess students' learning needs, then plan, develop, and deliver appropriate instruction, while monitoring progress through an integral assessment strategy. Structuring and using supportive learning environments includes making effective use of appropriate technologies, grouping and collaborative arrangements, and available resources, such as paraprofessionals.

771 Introduction to Early Childhood Special Education (3) SU. The purpose of this course is to provide the student with a broad perspective of the best practices, issues, and concerning facing individuals working in the field of early childhood special education. State and federal laws governing and regulating early childhood special education, program models, community resources, program development, and state agencies and organizations are addressed. Special emphasis is placed on providing the student with the knowledge of philosophies, roles and services of professionals involved with young children with special needs.

775 Partnerships in Early Childhood Special Education: Teaming with Parents and Professionals (3) S, SU. This course will prepare special educators and prospective special educators for the collaborative processes that are an integral part of early childhood special education. Specific information on building and maintaining partnerships with parents, school personnel, and service providers from outside agencies will be provided. Participants will have the opportunity to develop the skills necessary for effective teamwork, including the skills to promote active parental involvement on IFSP/IEP teams and in the transition process. This course provides an overview of the history of collaboration in special education. It also outlines the roles and responsibilities of families, school personnel, and community agencies in the educational process for young children with disabilities ages birth to six years.

780 Assessment of Young Children with Disabilities (3) S. This course will focus on assessment procedures for use with infants, toddlers and preschool children with disabilities. The course includes information on basic assessment issues, ethics and concerns, use of specialized assessment instruments, and recommended procedures for assessing young children with mild to moderate disabilities. The course is intended to familiarize students with a wide range of assessment approaches and to provide an understanding of the role of assessment in curriculum planning, writing classroom assessment and screening summaries and overall classroom/program evaluation.

784 Methods for Teaching Young Children with Disabilities (3) S. This course emphasizes planning, organizing, implementing, and evaluating programs for young children with special needs. Students will be provided with an understanding of developmentally appropriate programs and practices for young children with special needs. The emphasis of this course is on the actual process of planning, implementing, and monitoring programs for young children with diverse learning needs. Students will explore, plan, and implement curriculum and environments using individually responsive, age-related, and culturally appropriate methods and materials. Students will gain an understanding of the important role of play, active exploration, the construction and representation of knowledge, social interaction with peers and family members, and peers and families as significant others in children's intellectual and linguistic development.

788 Social/Emotional Development and Guidance for Young Children with Disabilities (3) SU. This course provides current and prospective teachers with an overview of the social and emotional development of young children with mild to moderate disabilities and strategies to promote the acquisition of social/emotional skills necessary for participation in a variety of settings. The course includes an overview of basic classroom management theories; an overview of procedures for monitoring and evaluating the behavior of infants, toddlers and preschool children with exceptional learning needs; a discussion of strategies to prevent and reduce inappropriate behavior; and strategies to promote conflict resolution. Additionally, the course will include information regarding the impact of teacher attitudes on the behavior of young children with exceptional learning needs, and provide experience in creating learning environments that promote positive interactions, positive cultural experiences, and active participation.

794 Capstone I: Identification and Analysis of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797 or permission of the school) F, S. This course is designed to provide students an introduction to a variety of school related problems. Students will identify a topic or issue, which will lead to their final education research project. FMU has an Institutional Review Board (IRB) and all research projects that involve human subjects are required to have approval from the FMU IRB committee. Application of appropriate research methods will be chosen to complete this project.

795 Capstone II: Completion and Presentation of Research Topic (3) (Prerequisites: Admission to the School of Education Graduate Program, Education 623, either Education 748 or Education 797, and