Fall 2019 Course Descriptions

ESE 501 Exceptional Children in Regular Programs
Inclusive Teaching & Learning Practices
Laurie Dietz, M.Ed.
Class #8430
This course is designed to provide graduate level instruction regarding inclusive practices. Emphasis will be placed on the collaborative process of planning for and implementing successful programs that support inclusionary practices in the schools for students with disabilities. Focus will be on designing instruction that enables students to access challenging curricular content, organizing assessment data and using technology in the assessment process, planning a universally designed curriculum and other related topics. A related focus will be on effective use of collaboration among professionals in order to increase the effectiveness of inclusionary practices.

ESE 502 Behavioral Management in Special Education
School-Wide Positive Behavior Interventions & Supports
Mike Linehan, M.Ed.
Class #8431
The purpose of this course is to gain key knowledge helpful in implementing a Multi-Tiered System of Support (MTSS) known as School-Wide Positive Behavior Interventions and Supports (SW-PBIS) using national research and evidence. Students are encouraged to work with a school team to explore school-wide, classroom, non-classroom and individual behavior management systems to draft a framework for MTSS that can be shared with staff/students/community to gain buy-in and ownership before implementation. The course is designed to provide practical experiences that will benefit all school personnel interested in serving on a local leadership team to improve school climate, culture, safety and student behavior (i.e., regular and special education teachers, school psychologists, counselors, administrators, and educational assistants, etc.).

ESE 503 Diagnosis & Assessment of Exceptional Children
Psych-Educational Assessment & Interpretation
Philip Debons, Psy.D.
Class #8433
This course is designed to provide graduate level instruction in the theoretical and practical foundations of evaluation and assessment of individuals with special needs. It is primarily intended for special and regular education teachers, administrators, related service personnel, paraeducators, and other interested individuals, including parents. The goal of this class is to provide students the necessary skills in understanding school-based assessment practices, basic interpretation of testing data, and general issues concerning special education testing and eligibility. History and theoretical models will be introduced and reviewed; however, emphasis will be placed on, but not limited to, learning. Included in this graduate level course are concepts of Language Comprehension and methods of instruction that teach students to be increasingly strategic in how they approach reading text. Automatic word recognition and strategic language comprehension result in skilled reading.
Mild and Moderate Disabilities
Leila Williams, Ph.D.
Class #8434
This course prepares special educators to view children from a holistic developmental framework, and to provide teachers with the knowledge and understanding to effectively assess students with intellectual disabilities. This class will provide an overview of the characteristics of students with exceptionalities, problems in learning and personal-social adjustment of exceptional children. Students will learn about the practices that influence the identification, placement, and statewide assessment of students with intellectual disabilities. The students will learn how to collect assessment data which will support the development Individualized Education Programs (IEPs) and instruction. The course will examine ways to implement the state standards that further helps facilitate consistent access to the general education curriculum for student with moderate disabilities.

Multi-Disciplinary Evaluation Team
Corrie Wilson, Ph.D.
Class #8435
This course is designed to provide graduate level instruction in the use of effective differentiation to provide an inclusive teaching and learning environment that results in learning for early childhood students with special needs. Emphasis will be placed on the collaborative process of planning for and implementing successful programs that support effective teaching and learning practices in inclusive settings in schools. Course topics include: IEP development and interpretation, multi-disciplinary team communication, curricular and environmental adaptation, relevant technology, and school community awareness/support.

ESE 504 Methods & Materials in Special Education
Research-Based Math
Jason Silva, M.Ed.
Class #8438
This course is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to exceptional students (see certification, age(s), and disability categories which you can find at the Arizona Department of Education web site: http://ade.state.az.us/). Practical methodology and background information will be presented including: understanding learning principles, designing math learning environments, identifying math teaching strategies, and linking math assessment to instruction through development and interpretation of the IEP. Focus will be placed on appropriate IEP goals, lesson plans, and instructional strategies that align with core curriculum and encourage inclusionary practices through the use of peer leaders and assistive technology.

Teaching Struggling Readers-Phonology and Word Recognition (Part 1)
Allison Wiener, M.Ed.
Class #8491
This course “Teaching Struggling Readers: Phonology and Word Recognition” is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to effective reading instruction for struggling readers. Practical methodology and background information on literacy concepts will be presented. Major concepts addressed in this class include: effective lesson planning structures, critical components of effective reading instruction, the importance of oral
language in learning to read, phonological awareness and the foundational skills it encompasses, the alphabetic principle and how it relates to phonics instruction, and the relationship between spelling and reading. These concepts will provide students with the understanding of how children learn to read and why children struggle. Instructional strategies, and assessments that inform instruction of foundational literacy skills will also be included. This course will meet the needs of special education teachers, reading interventionists, K-3 teachers and teachers of struggling readers. Related service providers and administrators will also benefit from the course by learning strategies to support teachers with reading instruction. Roles of interdisciplinary team members and their legal and technical responsibilities as they relate to the IEP process will be emphasized. Models of service delivery, strategies for effective communication/conflict resolution, procedural documentation, and standards for professional behavior will be presented. This class is a prerequisite to Part II: Language and Reading Comprehension.

ESE 505 Consultation Techniques in Special Education
Collaboration in the IEP Process
Sang Hee Kim, M.Ed.
Class #8448
This course provides graduate level instruction about consultative, collaborative, and interdisciplinary interactions as they relate to the IEP process. It gives a practical approach and a deeper look into the skills necessary for working effectively with others in designing a meaningful individualized education plan. The course is designed to help those in special education, related services, administrators, professionals in agencies outside schools, and parents and families. Roles of interdisciplinary team members and their legal and technical responsibilities as they relate to the IEP process will be emphasized. Models of service delivery, strategies for effective communication/conflict resolution, procedural documentation, and standards for professional behavior will be presented.

ESE 506 Administration & Supervision of Special Education
Introduction to Special Education Administration
Maria Berecin-Rascon, Ed.D.
Class #8439
This is a graduate class designed to prepare the student for his/her initial role in special education administration. The target audience will be those individuals who desire to become effective and visionary leaders in educational programs serving diverse learners. This course is designed for those who have been assigned oversight for special education programs in their role as an administrator. Students will be exposed to critical case studies, research, litigation, and law central to leadership in this area. The IEP process will be outlined from the stages of child find through service delivery. Administrative roles, communication, and organizational models will be discussed.

Legal Aspects & Compliance
Janine Cawthorne, Ed.D.
Class #8467
This course provides graduate level instruction in the legal practices for the administration and supervision of Special Education programs governing all categories of special education. Practicing special education teachers, specialists, coordinators and administrators of special education programs will benefit from the information provided. Students will be exposed to “real” case studies, litigation and law that governs the evaluation and the individual education plan for eligible students. Both state and federal legal issues will be addressed. Compliance as it deals with School Districts as well as Charters in
Arizona will also be covered. Students will gain practical knowledge on applying legal guidelines to special education programs including communication and collaboration with parents and families. The IEP process will be outlined from the stages of childhood through service delivery.

ESE 509 Foundations of Special Education
Introduction to Disproportionality
Allison Wiener, M.Ed.
Class #8587
The objective of this course is to provide teachers, administrators, and parents a graduate level overview of the topic of disproportionality as it applies to educational settings. Emphasis will be placed on the prescribed methods for identifying disproportionality, potential contributing factors, and potential methodologies to address it. This class is a prerequisite to Part II: Ways to Address Disproportionality.

Early Childhood Speech and Language Development
Crystal Brooks, M.A.
Class #8441
This course is designed to provide instruction on the speech, language, and communication development and disorders of young children. Language content, form and use will be presented and further broken down into the rule systems of language (phonology, syntax, semantics, morphology, and pragmatics). The neurological bases of speech and language and theories of language development will be covered in course content. The cognitive, perceptual and motor bases for language will be presented, followed by preschool and early school-age language development in children. Emphasis will be placed upon the cultural and linguistic differences of children learning English as a second language, the link between literacy development and language, and the collaboration between the speech and language pathologist and classroom teachers.