**Fall 2024 SELECT Course Descriptions**

**ESE 501 Exceptional Children in General Education Programs**

**Inclusive Teaching & Learning Practices for Exceptional Children**

* 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 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 502 Behavioral Management in Special Education**

**Trauma Informed Practices**

* This course is designed to provide graduate level instruction in classroom behavioral management as it relates to providing services to students who may have experienced trauma. Emphasis will be placed on developing and enhancing behavioral management skills through a better understanding of trauma in an educational setting by becoming familiar with best practices for managing trauma and compassion fatigue. Emphasis will be placed on recognizing types and signs of trauma and the potential effects of trauma on youth and families.

**Advanced Tier 2 PBIS and MTSS Problem Solving Systems**

* The purpose of this course if to gain key knowledge helpful in implementing Tier 2 systems and practices as part of a greater Multi-Tiered System of Support (MTSS) and Problem Solving System 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 Tier 2 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.). See certification, ages, and disability categories at the [Arizona Department of Education web site: <http://www.azed.gov/>](http://ade.state.az.us/)

**ESE 503 Diagnosis & Assessment of Exceptional Children**

**Psycho-Educational Assessment & Interpretation**

* 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 general 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 specific evaluation policies, processes, and procedures; becoming familiar with common testing instruments and scoring; compliance issues; ethical considerations; and be introduced and reviewed; however, emphasis will be placed on, but not limited to, learning specific evaluation policies, processes, and procedures; becoming familiar with common testing instruments and scoring; compliance issues; ethical considerations; and understanding special education law as it applies to assessment and eligibility determination. All special education eligibility categories under IDEA 2004 will be addressed with particular emphasis in the assessment and determination of autism, emotional disability, other health impairment, specific learning disability, and intellectual disability. Students will learn how to link assessment results to individual learning profiles and eligibilities, and how understanding an individual’s particular strengths and needs can lead to instruction that is differentiated and specific to each learner.

**Severe & Multiple Disabilities**

* 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 severe intellectual disabilities. Students with severe cognitive disabilities and multiple disabilities typically require a highly structured individual education program of special education services that includes specially designed instruction, related services, assistive technology, school health services, and/or other services required for the provision of a free appropriate public education. This class will provide an overview of educational practices that influence the identification, placement, and statewide assessment of students with severe intellectual disabilities.

**ESE 505 Consultation Techniques in Special Education**

**Collaboration in the IEP Process**

* 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**

**Disability Law**

* This course is designed to provide graduate level instruction in the area of disability law as it relates to the role of teacher/administrator. Participants examine legal issues, recent court decisions and current law relating to special education. Special attention is given to compliance, student and parent rights, and local and state policies and procedures.

**Introduction to Special Education Administration**

* This is a graduate class designed to prepare students for their 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.

**ESE 509 Foundations of Special Education**

**Early Childhood Speech and Language Development**

* 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.

**Paraeducator- Roles, Best Practices, and Perspectives**

* This course is designed for both paraeducator and teachers to learn side by side those strategies to better support learners who have diverse learning needs. Course participants will find this course tailored to the paraeducators and those that supervise them. Course participants will explore roles, best practices, and perspectives as they relate to various settings in which paraeducators and teachers work. Topics will include roles and responsibilities, communication, data collection, teaching and intervention strategies, and analysis of classroom environments as they relate to the role of the paraeducator.

**Secondary Transition for Students with Disabilities**

* This course provides practitioners with skills and knowledge related to the coordination, evaluation, and delivery of services and supports to students with disabilities who are transitioning from high school to community settings for work, education, training, and living after graduation. Participants will explore their roles in improving post-school outcomes by examining classroom strategies, understanding legal IEP requirements, identifying opportunities for community collaboration, and using effective assessment tools.

**DIS 526 Applications of Assistive Technology for School-Aged Individuals**

* This course presents ideas and activities that will assist the participants in implementing the use of assistive technology tools for school-aged persons with disabilities. Students will review information regarding assistive technology, review basic implementation processes and forms that assist in documentation, and learn about assistive technology consideration, assessment and tool implementation strategies for access to reading, writing, math/science, communication, positioning, mobility, organization, and play/recreation/leisure activities by people with disabilities.