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

**Inclusive Practices in Early Childhood**

* 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.

**Inclusive Teaching & Learning Practices**

* 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**

**Differentiating Emotional Disabilities & Behavioral Disorders**

* Students with emotional disabilities (ED) and students with behavioral disorders (BD) are different populations. This course will examine, compare, and contrast students with emotional disabilities and students with behavioral disorders. Practical methodology and background information will be presented including definition, characteristics, and identification of individuals with these labels. This course will touch on aspects of mental health and behavioral health agencies and supports. Students will learn techniques to develop and design effective learning environments and activities through the review of case studies and discussions. The course will help students improve skills in identifying appropriate teaching strategies, as well as classroom and behavioral management systems. The course will also cover application to least restrictive environments (LRE). This course is designed to provide graduate level instruction in methods, management techniques, styles, materials, and related information to students with emotional disabilities.

**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.

**School-Wide Positive Behavior Interventions & Supports**

* 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., general and special education teachers, school psychologists, counselors, administrators, and educational assistants).

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

**Psych-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 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 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 and Multiple Disabilities -Part II**

* This course prepares special educators to view children from a holistic developmental framework, and to provide teachers with the knowledge and understanding to effectively assessing 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 504 Methods & Materials in Special Education**

**Assistive Technology**

* This course is designed to provide graduate level instruction in methods, materials, and related subject matter as is relates to exceptional students with focus on assistive technology (see certification, age(s), and disability categories which you can find at the Arizona Department of Education website: http://ade.state.az.us/)The course will cover concepts in Universal Design for Learning (UDL) as well as assistive technology (AT). A board range of technology options across a multitude of disabilities, settings, and abilities will be covered. Practical Methodology and background information will be presented including: the AT Consideration process, AT in the IEP, and practical tips for implementation in the classroom.

**Principles & Practices of Effective Co-Teaching**

* This course is designed to provide graduate level instruction in methods and materials, as it relates to exceptional students with a focus on co-teaching strategies. Practical methodology and background information will be presented including the three essential elements of coteaching, co-planning, co-instructing, and co- assessment. In addition, instruction will include working with co- teachers, consultation and collaboration techniques, and best practices in differentiate and specially designed instruction for students with special education eligibility. This course results in a strong foundation for planning, implementing, and sustaining successful coteaching programs that improve and enhance the instructional experience for both students with disabilities and their typically developing peers.

**Research-Based Math**

* 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://www.azed.gov/specialeducation/disability- categories/). 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-Language and Reading Comprehension**

**(Part 2)**

* This course 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 how to teach literacy skills will be presented. Major concepts addressed in this course include: the role fluency plays in foundational skills and reading comprehension, the history of the English language and how this knowledge supports vocabulary instruction, methods of vocabulary instruction, comprehension strategies for primary and intermediate students, and the importance of disciplinary literacy for reading in the content areas. The combined concepts learned in part 1 and 2 of this course will provide teachers with knowledge of how children learn to read, why children struggle, and the instructional skills and strategies to be an effective teacher of literacy. This course will meet the needs of special education teachers, reading interventionists, K-5 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.

**ESE 506 Administration and 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**

**Introduction to Disproportionality** – **Part I**

* 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.