**Summer 2022 SELECT Course Descriptions**

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

**Autism and Communication**

* This course is designed to provide graduate level instruction in communication skills for providing services to students with Autism. Emphasis will be placed on pragmatics of language development and intervention ideas for students with Autism Spectrum Disorders. Focus will be developing and enhancing social skills for students to use at home, in school, and within the community.

**Inclusive Teaching & Learning**

* 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.

**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**

**Severe and Multiple Disabilities – Part 2**

* 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.

**Multi-Disciplinary Evaluation Team & IEP Process**

* This course provides graduate level instruction in a best practices approach to consultative, collaborative, and interdisciplinary interactions salient to a continuum of activities along the IEP process. This course will also emphasize the evaluation process and assessments that are included in the Multidisciplinary Evaluation Team Process. Roles of interdisciplinary team members and their legal and technical responsibilities will be emphasized. Models of service delivery, strategies for effective communication/conflict resolution, procedural documentation, and standards for professional behavior will be presented.

**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.

**ESE 506 Administration and Supervision of Special Education**

**Legal Aspects & Compliance**

* 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.

**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.