| **Class Number** | **Class Subject and Course Name** | **Instructor** | **Course Description** |
| --- | --- | --- | --- |
|  **1st 5-week (January 11 – February 12, 2021)** |
| 9929 | **ESE 502 Behavioral Management in Special Education**  | Sang-Hee Kim, M.Ed. | **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. |
| 9931 | **ESE 503 Diagnosis & Assessment of Exceptional Children**  | Leila Williams, Ph.D. | **Mild and Moderate 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 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. |
| 8475 | **ESE 504 Methods & Materials in Special Education** | Matthew Press, MHS, OTR/L, ATP | **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. |
| 8477 | **ESE 506 Administration & Supervision of Special Education** | Janine Cawthorne, Ed.D. | **Legal Aspects & Compliance**This course provides graduate level instruction in the legal requirements for the administration and supervision of Special Education programs. Special education teachers, specialists, coordinators and administrators of special education programs will learn how to access and apply up-to-date information about maintaining legal compliance. The course provides materials and tools that students will synthesize and apply to their own education settings, including district, charter and private schools. Course modules will address all aspects of the special education process including Child Find, evaluation, and IEP design and implementation. |

|  |
| --- |
|  **2nd 5-week (February 15 – March 19, 2021)** |
| 8474 | **ESE 503 Diagnosis & Assessment of Exceptional Children**  | Philip Debons, Psy.D. | **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 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.  |
| 8250 | **ESE 503 Diagnosis & Assessment of Exceptional Children**  | Corrie Wilson, Ph.D. | **Multi-Disciplinary Evaluation Team**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.  |
| 8343 | **ESE 505 Consultation Techniques in Special Education** | Laurie Dietz, M.Ed. | **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. |

|  |
| --- |
| **3rd 5-week (March 22 – April 23, 2021)** |
| 10665 | **ESE 504 Methods & Materials in Special Education: Research-Based Math** | Sang-Hee Kim,M.Ed. | **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.  |
| 10667 | **ESE 506 Administration & Supervision of Special Education** | Maria Berecin-Rascon, Ed.D. | **Conflict Resolution** The school-home relationship is a delicate one and conflicts can arise. As a director of special education, hopefully, you will never have a dispute, however, when you do, understanding the special education conflict-resolution process and following some basic principles can help you work toward mutual agreements. Students will be exposed to critical case studies, research, litigation, and opinions, central to leadership as a special education director. Conflict resolution through the special education process will be outlined from the stages of child find through service delivery, to employee supervision. Administrative roles, communication, and problem solving models will be examined. |
| 8345 | **ESE 509 Foundations of Special Education** | Crystal Brooks, M.A. | **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. |
| 10664 | **ESE 509 Foundations of Special Education** | Allison Wiener, M.Ed. | **Introduction to Disproportionality Part IIMethods to Address Disproportionality**The objective of this course is to provide teachers, administrators, and parents a graduate level in-depth analysis of historical and current methodologies to address and overcome disproportionality as it applies to educational settings.Participants will choose a focus of either student classification or out/in school discipline and will thoroughly research focused methodologies. Participants should have taken the prerequisite to this class- Part I - Introduction to Disproportionality. |

|  |
| --- |
| **1st 7.5-week (January 11 – March 2, 2021)** |
| 10671 | **ESE 504 Methods & Materials in Special Education:**  | Allison Wiener, M.Ed. | **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.  |

|  |
| --- |
| **2nd 7.5-week (March 4 – April 23,2021)** |
| 8341 | **ESE 504 Methods & Materials in Special Education:** | Pamela Fesko, M.A. | **Co-Teaching Principles/Practices**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, coplanning, 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. |