



## Summer 2021 Course Schedule

Class Number	Class Subject and Course Name	Instructor	Course Description
<b><u>1<sup>st</sup> 5-week (May 31 – June 29, 2021)</u></b>			
1688	ESE 501 Exceptional Children in Regular Programs: Autism & Communication	Jason Silva, M.Ed.	<p><b>Autism &amp; Communication Skills</b> 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.</p>
1674	ESE 501 Exceptional Children in Regular Programs: Inclusive Teaching & Learning	Laurie Dietz, M.Ed.	<p><b>Inclusive Teaching &amp; Learning Practices</b> 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.</p>
1691	ESE 502 Behavioral Management in Special Education: Differentiating Emotional Disabilities and Behavioral Disorders	Sang Hee Kim, M.Ed.	<p><b>Differentiating Emotional Disabilities &amp; Behavioral Disorders</b> 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.</p>
1689	ESE 502 Behavioral Management in Special Education: School-Wide Positive Behavior Interventions & Supports	Michael Linehan, M.Ed.	<p><b>School-Wide Positive Behavior Interventions &amp; Supports</b> 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</p>



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			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).
1695	ESE 506 Administration & Supervision of Special Education: Introduction to Special Education Administration	Maria Berecin-Rascon, Ed.D.	<p><b>Introduction to Special Education Administration</b></p> <p>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.</p>

### 2<sup>nd</sup> 5-week (July 5 – August 3, 2021)

1675	ESE 501 Exceptional Children in Regular Programs: Inclusion in Early Childhood	Rachel Cohen, M.Ed.	<p><b>Inclusive Practices in Early Childhood</b></p> <p>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.</p>
1681	ESE 503 Diagnosis & Assessment of Exceptional Children: Psycho-Educational Assessment & Interpretation for Special Education Administration	Philip Debons, Psy.D.	<p><b>Psych-Educational Assessment &amp; Interpretation</b></p> <p>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.</p>



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1677	ESE 503 Diagnosis & Assessment of Exceptional Children: Part 2 Severe & Multiple Disabilities	Leila Williams, Ph.D.	<p><b>Severe &amp; Multiple Disabilities</b>  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.</p>
1685	ESE 504 Methods & Materials in Special Education: Research-Based Math	Jason Silva, M.Ed.	<p><b>Research-Based Math</b>  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: <a href="http://www.azed.gov/specialeducation/disability-categories/">http://www.azed.gov/specialeducation/disability-categories/</a>). 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.</p>
1701	ESE 506 Administration & Supervision of Special Education: Disability Law	Janine Cawthorne, Ed.D.	<p><b>Disability Law</b>  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.</p>
1899	ESE 509 Foundations of Special Education: Part 1 Introduction to Disproportionality	Allison Wiener, M.Ed.	<p><b>Introduction to Disproportionality: Part I</b>  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.</p>