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

**Autism & Communication Skills**

* 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.

**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**

**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.

**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.

**ESE 504 Methods & Materials in Special Education**

**Universal Design**

* This course is developed to provide graduate level instruction for both general education and special education teachers as it relates to general education students and exceptional students in methods, materials and related subject matter. This course will provide a framework for the design of curriculum instructional processes and assessment that gives all of our students shared opportunities to learn and to demonstrate what they have learned. Relevant technology will be addressed. Focus will be placed on appropriate lesson plans that access the mainstream curriculum and encourage best practices. Strategies for collaboration with other professionals and parents will be stressed.

**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.

**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**

**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.

**School Finance for Special Education Services**

* This is a graduate class designed to prepare the student for his/her initial role in special education administration in the area of budget preparation, grants management and the expenditure of funds to support teaching and learning. The target audience will be those individuals who desire to become effective, fiscally responsible, and visionary leaders in educational programs serving diverse learners. This course is designed for those who have been assigned oversight for special education programs and budgets in their role as an administrator. Students will be exposed to school finance methods, IDEA-Part B allocation and allowable usage, grant writing, and accounting methods for expenditures and tracking of funds.  Administrative management, written communication skills, and real-world problem-solving skills will be emphasized.

 **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.