**SELECT Summer 2024 Course Descriptions**

**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.

**Inclusion 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.

**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.

**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.

**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 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. See certification, ages, and disability categories at the [Arizona Department of Education web site: http://ade.state.az.us/](http://ade.state.az.us/)

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

**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.

**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.

**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.

**ESE 509 Foundations of Special Education**

**Paraeducator- Roles, Best Practices, and Perspectives**

* This course is designed for both paraeducator and teachers to learn side by side those strategies to better support learners who have diverse learning needs. Course participants will find this course tailored to the paraeducators and those that supervise them. Course participants will explore roles, best practices, and perspectives as they relate to various settings in which paraeducators and teachers work. Topics will include roles and responsibilities, communication, data collection, teaching and intervention strategies, and analysis of classroom environments as they relate to the role of the paraeducator.

**Secondary Transition for Students with Disabilities**

* This course provides practitioners with skills and knowledge related to the coordination, evaluation, and delivery of services and supports to students with disabilities who are transitioning from high school to community settings for work, education, training, and living after graduation. Participants will explore their roles in improving post-school outcomes by examining classroom strategies, understanding legal IEP requirements, identifying opportunities for community collaboration, and using effective assessment tools.