

ESE 501 Exceptional Children in Regular Programs

Inclusionary Practices

This course is designed to provide graduate level instruction regarding inclusive practices. Emphasis will be placed on the collaborative process of planning for and implementing successful programs that support inclusionary practices in the schools for students with disabilities. Focus will be on designing instruction that enables students to access challenging curricular content, organizing assessment data and using technology in the assessment process, planning a universally designed curriculum and other related topics. A related focus will be on effective use of collaboration among professionals in order to increase the effectiveness of inclusionary practices.

Autism and PDD

This course is designed to provide graduate level instruction in the process of mainstreaming or maintaining integration of students with special needs in a regular classroom. Emphasis will be placed on the collaborative process of planning for and implementing successful programs that support inclusionary practices in the schools for students with Autism Spectrum Disorders and Pervasive Developmental Disorders. Focus will be on IEP development and interpretation, multi-disciplinary team communication, curricular and environmental adaptation, relevant technology, and school community awareness/support.

ESE 502 Behavior Management in Special Education

Differentiating Emotional Disabilities & Behavioral Disorders

Students with Emotional Disabilities and Behavioral Disorders are different populations, though often they all carry similar Special Education eligibilities of ED and now often OHI. This course will examine, compare and contrast students with emotional disabilities and 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, classroom, and behavioral management systems. The course will also cover and discuss Positive Reinforcement, Positive Behavior Support (PBS), Multi-tiered systems of support (MTSS), accessing outside resources, contingency contracts, and utilization/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 knowledge 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., regular and special education teachers, school psychologists, counselors, administrators, and educational assistants, etc.).

ESE 503 Diagnosis and Assessment in Special Education

Mild & 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 mild to moderate mental retardation. This class will provide an overview of educational practices that influence the identification, placement, and statewide assessment of students with moderate 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 & 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.

Psycho-Educational Assessment and Interpretation for Special Education Administrators

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.

ESE 504 Methods and Materials in Special Education

Assistive Technology

This course is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to exceptional students with a focus on assistive technology. The course will cover concepts in Universal Design for Learning (UDL) as well as assistive technology (AT). A broad 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.

Learning Variability & 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.

Effective Reading Instruction for Struggling Readers (Part 1)

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 literacy concepts will be presented. Major concepts addressed in this class include: effective lesson planning structures, critical components of effective reading instruction, the importance of oral language in learning to read, phonological awareness and the foundational skills it encompasses, the alphabetic principle and how it relates to phonics instruction, and the relationship between spelling and reading. These concepts will provide students with the understanding of how children learn to read and why children struggle. Instructional strategies, and assessments that inform instruction of foundational literacy skills will also be included. This course will meet the needs of special education teachers, reading interventionists, K-3 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.

Effective Reading Instruction for Struggling Readers (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.

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. 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

Individual Education Process

This course is designed to provide educators with techniques and strategies to use the common core effectively with students who receive special education services. The class will assist teachers in aligning IEP goals as well as classroom objectives with the College and Career Readiness Standards. This course provides graduate level instruction in a best practices approach to assist educators in aligning the college and career readiness standards with the IEP process in order to effectively integrate the common core into their classroom.

ESE 506 Administration and Supervision of Special Education

Introduction to Special Education Administration

This is a graduate class designed to prepare the student for his/her 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.

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.

Disability Law

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, local and state policies and procedures, and advocacy through community organizations.

ESE 509 Foundations of Special Education

Intellectual Disabilities

This course is designed to provide graduate level instruction for understanding the salient issues involved in the education of students with intellectual disability. Historical and legal perspectives; psychosocial and biological aspects of intellectual disability; family issues; and characteristics of intellectual disability will be examined. Assessment and instructional methods will be emphasized specific to students with intellectual disability. Strategies for collaboration with other professionals and parents will be offered. Issues and strategies that facilitate inclusion and co-teaching will be explored as a means for expanding opportunities for students with intellectual disability.

Emotional Disabilities

This course is designed to provide graduate level instruction in the salient issues involved in the education of students with disabilities. Specifically, this course will take a perspective of students with emotional disabilities. Assessment and instructional methods will be emphasized specific to the handicapping conditions addressed by this course. Strategies for collaboration with other professionals and parents will be stressed. Appropriate uses for inclusion and co-teaching will be explored as a means for expanding opportunities for students with disabilities. Additionally, procedures for mentoring and involving students with emotional disabilities in self advocacy and personal goal setting will be instructed.