**Fall 2025 SELECT 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.

**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**

**Severe & Multiple 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 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.

**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**

**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 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 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.

**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 for Universal Design. 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 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.

**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.