**EDUCATION: SPECIAL EDUCATION (EDSE)**

**EDSE F316 Introduction to Special Education for Elementary Classroom Teachers**
3 Credits
Offered Fall and Spring
The course provides an introduction to special education for students preparing to become an elementary classroom teacher. It provides an in-depth understanding of concepts, strategies and issues identifying and supporting the needs of elementary students who experience disabilities. Course content includes reviews of all categorical disabilities, developmental disabilities, and laws pertinent to elementary-aged children’s disabilities. Requires fieldwork in an elementary special education classroom or an inclusive general elementary classroom. **Prerequisites:** ED F201 and Praxis I or permission of the instructor. **Lecture + Lab + Other:** 2.5 + 0 + 1

**EDSE F320 Adapting and Accommodating Instructions for Students with Disabilities**
3 Credits
Offered Fall and Spring
Methods of instruction and strategies for addressing the needs of students with mild learning and behavior problems. A theoretical basis for selecting approaches is presented along with practical strategies that can be used in the classroom. Field experience required. **Prerequisites:** ED F201; EDSE F316, or permission of instructor. **Lecture + Lab + Other:** 2.5 + 0 + 1

**EDSE F422 Curriculum, Management and Strategies II: High Incidence**
3 Credits
Provides in-depth understanding of best practice strategies for supporting students with high incidence disabilities. A theoretical basis for selecting approaches is presented along with practical strategies of methods of instruction and classroom management for addressing the needs of students. Development, implementation, support and evaluation of Individual Education Program (IEP) plan for students with high incidence disabilities as well as classroom management techniques and plans developed for inclusion of high incidence disabilities in culturally responsive ways. Field experience and research are required. **Stacked with EDSE F622.** **Lecture + Lab + Other:** 3 + 0 + 1

**EDSE F448 Understanding FASD: Diagnosis, Intervention and Strategies**
3 Credits
This is an overview course designed to educate candidates about Fetal Alcohol Spectrum Disorder: how they are acquired, current diagnostic strategies; intervention strategies within social services, therapeutic environments and school settings; and individual case management strategies. By the end of the course candidates should possess knowledge of working with children affected by fetal alcohol spectrum disorders, understand the psychosocial implications of this disorder, and be able to identify best possible strategies to accommodating and intervening with these individuals in a classroom setting. **Cross-listed with PSY F448.** **Stacked with EDSE F648; PSY F648.** **Lecture + Lab + Other:** 3 + 0 + 0

**EDSE F482 Inclusive Classrooms for All Children**
3 Credits
An in-depth understanding of concepts, strategies and issues that surround supporting the needs of students who experience disabilities in the general education classroom. Field experience required. Note: Elementary Education students are required to submit Praxis I scores to School of Education prior to enrolling in EDSE F482. **Prerequisites:** ED F201. **Lecture + Lab + Other:** 2.5 + 0 + 1

**EDSE F605 Early Childhood Special Education**
3 Credits
Offered Fall; As Demand Warrants
Survey of philosophical, legal, and programmatic foundations of early childhood special education; characteristics of young children with disabilities; strategies to support young children with disabilities in inclusive settings; development, implementation, and evaluation of Individual Family Services Program (IFSP) plans in culturally diverse settings. Field experience required. **Lecture + Lab + Other:** 3 + 0 + 1

**EDSE F610 Assessment of Students with Exceptionalities**
3 Credits
Offered Fall
Techniques and methods used for assessing students with disabilities. Focuses on the purpose of assessment, testing terminology and statistics, and administration and interpretation of formal and informal assessment procedures. Address assessment issues in all Alaskan communities. Field experience required. **Lecture + Lab + Other:** 3 + 0 + 1

**EDSE F612 Curriculum, Management and Strategies I: Low Incidence**
3 Credits
Offered Spring
Provides in-depth understanding of best practice strategies for supporting students with low incidence disabilities in culturally responsive ways. Development, implementation and evaluation of Individual Education Program (IEP) plan emphasizing transition plans for students with intensive needs that include a crisis management plan for severe behaviors. Community-based collaborative management techniques and plans will be developed to support post-school transitions. Field experience required. **Lecture + Lab + Other:** 3 + 0 + 1

**EDSE F622 Curriculum, Management and Strategies II: High Incidence**
3 Credits
Provides in-depth understanding of best practice strategies supporting students with high incidence disabilities. A theoretical basis for selecting approaches is presented along with practical strategies of methods of instruction and classroom management for addressing the needs of students. Development, implementation, support and evaluation of Individual Education Program (IEP) plan for students with high incidence disabilities as well as classroom management techniques and plans developed for inclusion of high incidence disabilities in culturally responsive ways. Field and research experience required. **Stacked with EDSE F422.** **Lecture + Lab + Other:** 3 + 0 + 1
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>EDSE F624</td>
<td>Social/Emotional Development, Assessment and Intervention</td>
<td>3</td>
<td>Offered Fall; As Demand Warrants</td>
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<td>Review current research on typical and atypical social/emotional development within a cultural context. Emphasizes the use of research-based practices in assessment and intervention. Explores academic and cultural diversity in the social/emotional growth of students with learning differences. Field experience required.</td>
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<td>Lecture + Lab + Other: 3 + 0 + 1</td>
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<td>EDSE F625</td>
<td>Teaching Mathematics to Special Learners</td>
<td>3</td>
<td>Offered Fall</td>
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<td>Provides assessment and diverse instructional strategies in mathematics for teachers of students with disabilities. Focuses on standards-based instruction, explicit instruction, curriculum-based assessments and preparation of students for high stakes testing, as well as consumer math for special needs learners who need to develop functional skills. Field experience required.</td>
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<td>Lecture + Lab + Other: 3 + 0 + 1</td>
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<td>EDSE F632</td>
<td>Special Education Law: Principles and Practices</td>
<td>3</td>
<td>Offered Summer</td>
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<td>Examines three federal laws that form the foundation of disability law: Individuals with Disabilities Education Act (IDEA) 2004; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Focuses on substantive principles that underlie procedural requirements including due process issues, case law analysis, policy changes and the creation of a legally defensible Individual Educational Program (IEP).</td>
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<td>Lecture + Lab + Other: 3 + 0 + 0</td>
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<tr>
<td>EDSE F633</td>
<td>Autism and Other Developmental Disabilities: Communication and Social Interventions</td>
<td>3</td>
<td>Offered Summer</td>
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<td>Current methods for assessment and intervention of students with autism and other developmental disabilities Current issues and trends affecting educational practices are analyzed. Case study method used to make assessment and instructional decisions for pro-social solutions. Parent communication is emphasized. Field experience required.</td>
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<td>EDSE F640</td>
<td>Culturally Responsive Collaboration: Working with Parents, Colleagues and Paraprofessionals</td>
<td>3</td>
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<td>How to coordinate with regular education teachers, paraprofessionals, speech language therapists, Alaska Native Education Liaisons, coaches, principals, counselors and outside agencies in culturally responsive ways. Field experience required.</td>
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<tr>
<td>EDSE F642</td>
<td>Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and Behavioral Interventions</td>
<td>3</td>
<td>Offered Summer</td>
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<td>Review functional behavioral assessments, development of behavior plans, evaluation of sensory issues, use of social stories, social skills and life skills instruction to assist inclusive practices of students with autism spectrum disorders and other developmental disabilities. Field experience required.</td>
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<td>EDSE F648</td>
<td>Understanding FASD: Diagnosis, Intervention and Strategies</td>
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<td>This is an overview course designed to educate candidates about Fetal Alcohol Spectrum Disorder: how they are acquired, current diagnostic strategies; intervention strategies within social services, therapeutic environments and school settings; and individual case management strategies. By the end of the course candidates should possess knowledge of working with children affected by fetal alcohol spectrum disorders, understand the psychosocial implications of this disorder, and be able to identify best possible strategies to accommodating and intervening with these individuals in a classroom setting. Research projects required.Stacked with EDSE F448; PSY F448</td>
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<td>Cross-listed with PSY F648.</td>
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<td>EDSE F677</td>
<td>English Language Arts Assessment, Curriculum and Strategies for Special Learners</td>
<td>3</td>
<td>Offered Spring; As Demand Warrants</td>
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<td>Provides in-depth review and analysis of current research on language and English Language Arts (reading, writing and spelling) acquisition, assessment and intervention. Emphasizes the use of evidence-based practices. Identifies the link between language and literacy development. Considers academic, cultural and linguistic diversity. Field experience required.</td>
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<td>EDSE F678</td>
<td>Special Education Clinical Practice: Initial</td>
<td>3</td>
<td>For initial licensure candidates only. Part-time fieldwork experience (minimum 120 hours) with individuals who have disabilities in approved K-12 public schools and affiliated facilities. Fieldwork assignments are in inclusive pullout and self-contained settings. Includes immersion in special education planning and teaching under the direction of a supervising teacher and university supervisor. Includes regularly scheduled seminars. Must be completed before enrollment in EDSE F680.</td>
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<td>EDSE F680</td>
<td>Special Education Clinical Practice</td>
<td>3</td>
<td>For certified and initial licensure special education candidates. Full time fieldwork experience (minimum 120 hours) with individuals who have disabilities in approved K-12 public schools and affiliated facilities. Fieldwork assignments vary across areas of teaching specialization. Candidates assume full classroom responsibilities for planning, instruction and assessment under the direction of site and university supervisors. Includes regular seminars.</td>
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Required level special education course work: EDSE F678 (for initial licensure students only).
EDSE F681  Special Education Portfolio
3 Credits
Offered Fall; As Demand Warrants
Development of special education portfolio based on UAF School of Education conceptual framework, Council for Exceptional Children (CEC) Special Education Standards, Alaska Teacher Standards, and Assembly of Alaska Native Educator (AANE) Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools. Must be taken concurrently with EDSE F680.

Prerequisites: Successful completion of 18 credits in graduate level special education course work.
Lecture + Lab + Other: 3 + 0 + 0