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.
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.
Lecture + Lab + Other: 2.5 + 0 + 1

EDSE F410  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.
Prerequisites: ED F201; Praxis I; EDSE F320, EDSE F422, or EDSE F482.
Stacked with EDSE F610.
Lecture + Lab + Other: 3 + 0 + 1

EDSE F412  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.
Prerequisites: ED F201; Praxis I; EDSE F320, EDSE F422, or EDSE F482.
Stacked with EDSE F612.
Lecture + Lab + Other: 3 + 0 + 1

EDSE F422  Curriculum, Management and Strategies II: High Incidence
3 Credits
Offered Fall, Spring and Summer
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 F425  Teaching Mathematics to Special Learners
3 Credits
Offered Fall
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.
Prerequisites: ED F201; Praxis I; EDSE F320, EDSE F422, or EDSE F482.
Stacked with EDSE F625.
Lecture + Lab + Other: 3 + 0 + 1

EDSE F432  Special Education Law: Principles and Practices
3 Credits
Offered Summer
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).
Prerequisites: ED F201; Praxis I; EDSE F320, EDSE F422, or EDSE F482.
Stacked with EDSE F632.
Lecture + Lab + Other: 3 + 0 + 0

EDSE F442  Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and Behavioral Interventions
3 Credits
Offered Summer
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.
Prerequisites: ED F201; Praxis I; EDSE F320, EDSE F422, or EDSE F482.
Stacked with EDSE F642.
Lecture + Lab + Other: 3 + 0 + 1
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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<th>Cross-listed with</th>
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<th>Lecture + Lab + Other</th>
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<tbody>
<tr>
<td>EDSE F448</td>
<td>Understanding FASD: Diagnosis, Intervention and Strategies</td>
<td>3</td>
<td>Spring and Summer</td>
<td>Praxis I, and to have successfully completed an introductory-level course on special education, experience with students who have disabilities, and an understanding of childhood development.</td>
<td>PSY F448, EDSE F648; PSY F648.</td>
<td>EDSE F677, EDSE F422, or EDSE F482.</td>
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<td>EDSE F477</td>
<td>English Language Arts Assessment, Curriculum and Strategies for Special Learners</td>
<td>3</td>
<td>Spring</td>
<td>Provides an 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>
<td>PSY F448</td>
<td>EDSE F677</td>
<td>3 + 0 + 1</td>
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<tr>
<td>EDSE F478</td>
<td>Special Education Clinical Practice: Initial</td>
<td>3</td>
<td>Fall, Spring and Summer</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>
<td>EDSE F678, EDSE F680; EDSE F688; EDSE F689</td>
<td>EDSE F678</td>
<td>3 + 0 + 20</td>
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<td>EDSE F482</td>
<td>Inclusive Classrooms for All Children</td>
<td>3</td>
<td>Summer</td>
<td>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.</td>
<td>ED F201, Praxis I, EDSE F320, EDSE F422, or EDSE F482.</td>
<td>EDSE F678</td>
<td>3 + 0 + 20</td>
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<td>EDSE F605</td>
<td>Early Childhood Special Education</td>
<td>3</td>
<td>Fall Odd-numbered Years</td>
<td>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.</td>
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<td>EDSE F610</td>
<td>Assessment of Students with Exceptionalities</td>
<td>3</td>
<td>Fall</td>
<td>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.</td>
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<td>EDSE F612</td>
<td>Curriculum, Management and Strategies I: Low Incidence</td>
<td>3</td>
<td>Spring</td>
<td>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.</td>
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<td>EDSE F622</td>
<td>Curriculum, Management and Strategies II: High Incidence</td>
<td>3</td>
<td>Fall, Spring and Summer</td>
<td>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.</td>
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EDSE F624  Social/Emotional Development, Assessment and Intervention
3 Credits
Offered Spring Even-numbered Years
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.
Lecture + Lab + Other: 3 + 0 + 1

EDSE F625  Teaching Mathematics to Special Learners
3 Credits
Offered Fall
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.
Prerequisites: Praxis I, and to have successfully completed an introductory-level course on special education, experience with students who have disabilities, and an understanding of childhood development.
Stacked with EDSE F425.
Lecture + Lab + Other: 3 + 0 + 1

EDSE F632  Special Education Law: Principles and Practices
3 Credits
Offered Summer
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).
Prerequisites: Praxis I, and to have successfully completed an introductory-level course on special education, experience with students who have disabilities, and an understanding of childhood development.
Stacked with EDSE F432.
Lecture + Lab + Other: 3 + 0 + 0

EDSE F633  Autism and Other Developmental Disabilities: Communication and Social Interventions
3 Credits
Offered Spring Odd-numbered Years
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.
Lecture + Lab + Other: 3 + 0 + 1

EDSE F640  Culturally Responsive Collaboration: Working with Parents, Colleagues and Paraprofessionals
3 Credits
Offered Spring Even-numbered Years
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.
Lecture + Lab + Other: 3 + 0 + 1

EDSE F642  Autism Spectrum Disorders and Other Developmental Disabilities: Sensory and Behavioral Interventions
3 Credits
Offered Summer
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.
Prerequisites: Praxis I, and to have successfully completed an introductory-level course on special education, experience with students who have disabilities, and an understanding of childhood development.
Stacked with EDSE F442.
Lecture + Lab + Other: 3 + 0 + 1

EDSE F648  Understanding FASD: Diagnosis, Intervention and Strategies
3 Credits
Offered Spring and Summer
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.
Prerequisites: Graduate standing.
Cross-listed with PSY F648.
Stacked with EDSE F448; PSY F448.
Lecture + Lab + Other: 3 + 0 + 0

EDSE F677  English Language Arts Assessment, Curriculum and Strategies for Special Learners
3 Credits
Offered Spring
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.
Prerequisites: Praxis I, and to have successfully completed an introductory-level course on special education, experience with students who have disabilities, and an understanding of childhood development.
Stacked with EDSE F477.
Lecture + Lab + Other: 3 + 0 + 1
EDSE F678  Special Education Clinical Practice: Initial
3 Credits
Offered Fall, Spring and Summer
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.
Prerequisites: Successful completion of 18 approved credits in graduate-level special education course work.
Stacked with EDSE F478.
Lecture + Lab + Other: 3 + 0 + 20

EDSE F680  Special Education Clinical Practice
3 Credits
Offered Fall and Spring
For certified and initial licensure special education candidates. Full time field experience 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.
Prerequisites: Successful completion of 18 approved credits in graduate level special education course work; EDSE F678 (for initial licensure students only).
Lecture + Lab + Other: 1 + 0 + 35