

## **EDSE 682 Inclusive Education for Students with Disabilities**

Upon completion of this course, the Candidate will:

1. Will analyze characteristics between and among students with disabilities and how those domains influence an individual's learning.
2. Analyze different perceptions of inclusion and the critical dimensions of inclusive classrooms
3. Analyze and apply how schools and parents can collaborate on the education of students with exceptional learning needs.
4. Analyze how assessment information is used to support instructional decisions for students with exceptional learning needs.
5. Synthesize information regarding special education philosophies, theories, laws, policies and evidence based principles

## **EDSE 605 Early Childhood Special Education**

Candidates will:

1. Identify learning needs of individuals with exceptional learning needs and issues related to cultural and linguistic diversity that may impact student learning.
2. Develop and apply evidence based instructional practices that are based on knowledge of the child, family , community and curriculum.
3. Gather and analyze relevant background information from multiple sources for use in the development of intervention strategies.
4. Discuss and develop methods of collaborating and communicating effectively with families.
5. Conduct self evaluations and reflect on practice in all areas of practice particularly as it relates to diversity , and personal bias.

## **EDSE 610 Assessing Students with Disabilities**

The Candidate will:

1. Apply basic terminology used in the assessment process .
2. Utilize the underlying theoretical foundations of assessment to inform the development of effective instructional interventions
3. Utilize, synthesize and analyze the legal provisions and ethical principles regarding assessment of individuals, the appropriate use of assessment instruments including the strengths and limitations of this method of gathering data.
4. Implement and analyze procedures for assessing and reporting academic/social behaviors for individuals with disabilities.
5. Evaluate instruction and monitor progress of individuals with exceptional learning needs .
6. Develop or modify individualized assessment strategies in order to meet student learning needs.

## **EDSE 612 Curriculum and Strategies : Low Incidence**

Upon completion of this course , the Candidate will :

1. Demonstrate knowledge of the characteristics of individuals identified as having low incidence disabilities.
2. Using reflective writing practices, candidates will develop an understanding of the impact of beliefs and traditions across and within cultures on the life trajectories of individuals with low incidence disabilities.
3. Demonstrate knowledge of environmental variables that may impact student learning and apply that knowledge by developing strategies for positive student outcomes for individuals with exceptional learning needs.
4. Develop methods for collecting relevant data that can be used to develop effective instructional methods for students with low incidence disabilities.
5. Develop instructional goals and objectives and methods for monitoring student learning progress.

## **EDSE 622 Curriculum Strategies : High Incidence**

Upon completion of this course the Candidate will:

1. Demonstrate knowledge of the effects an exceptional condition can have on an individual's life.
2. Demonstrate how variations in beliefs and traditions across and within cultures can impact relationships between families, communities and schools.
3. Demonstrate knowledge of the academic and social characteristics of students with "high incidence" exceptional learning needs.
4. Demonstrate knowledge of assessment strategies and the information that may be obtained through multiple forms of data collection.
5. Demonstrate knowledge of specialized materials, curricula and resources and methods for adapting these materials for use by students with high incidence exceptional learning needs.
6. Develop curriculum strategies and plans that will create a safe, equitable, positive, and supportive learning environment.

## **EDSE 677 Language and Literacy: Assessment and Intervention**

Upon completing this course, the Candidate will:

1. Develop strategies for collecting assessment data from multiple sources that can be used to design language and literacy instructional strategies for individuals with exceptional learning needs.
2. Develop strategies that are aligned with the specific learning needs of students who are experiencing difficulty with reading.
3. Align evidence-based strategies with identified learning needs of students especially with respect to accuracy, fluency, and comprehension in the content areas.
4. Research and discuss the implementation of alternative and augmentative communication systems that will help students with exceptional learning needs.
5. Use knowledge of culturally responsive educational practices to develop reading strategies that are aligned with student learning needs.

## **EDSE 685 Transition Planning for Secondary Students with Disabilities**

Upon completion of this course, Candidates will:

1. Describe the essential elements of the transition process and how it impacts instructional planning for individuals with exceptional learning needs.
2. Gather and analyze relevant background information that can be used to develop a Transition plan.
3. Demonstrate understanding of the process of transition planning and the role of self-determination in the transition curriculum planning process.
4. Discuss and develop culturally responsive methods for collaborating and communicating effectively with families.
5. Demonstrate knowledge of access and resources within the community that are available for students with exceptional learning needs.

## **EDSE 694 Special Education Practicum**

Upon completion of this course the Candidate will:

1. Demonstrate the ability to develop both long and short term instructional plans for students with exceptional learning needs.
2. Demonstrate the ability to use a variety of teaching strategies to meet the academic needs of students with exceptional learning needs (ELN).
3. Demonstrate the ability to differentiate instruction and implement the principles of Universal design.
4. Demonstrate the ability to use both formal and informal assessment data to make decisions, develop interventions, and monitor progress.
5. Demonstrate the ability to collaborate effectively with other staff members, parents, and other service providers for students with ELN.
6. Demonstrate the ability to create a safe, inclusive, culturally responsive , equitable learning environment.



## **EDSE 695 Professional and Ethical Practice**

Upon completion of this course, the Candidate will:

1. Demonstrate in depth knowledge of the seven CEC ( Council for Exceptional Children) standards that are part of the national accreditation process for our program
2. Demonstrate the ability to reflect on practice as it relates to the seven CEC standards and identify areas for a professional growth plan.
3. Demonstrate pedagogical knowledge and skills based on the seven CEC standards.
4. Articulate a personal philosophy of education

## **ED 688 Student Teaching for Special Education MAT Students**

Upon completion of this course the Candidate will:

1. Demonstrate the ability to develop both long and short term instructional plans
2. Demonstrate the ability to use a variety of teaching strategies to meet the academic needs of students with exceptional learning needs (ELN)
3. Demonstrate the ability to differentiate instruction, build inclusive , culturally responsive instructional environments.
4. Use assessment data to develop evidence based interventions and provide instructional support.
5. Use formal and informal assessment data to monitor progress and make instructional decisions.
6. Demonstrate the ability to collaborate effectively with other staff members, parents and other service providers for students with ELN.
7. Demonstrate practice that is within the CEC and State of Alaska Code of Ethics ; holding high standards of competence and integrity.
8. Demonstrate the ability to use technology creatively and as a means of assisting students with ELN.

## **EDSE 609 Classroom Management and Child Guidance in Early Childhood**

Upon completing this course the Candidate will:

1. Use positive planning to prevent some discipline problems
2. Develop a reflective approach to understanding how adult response to child behavior can be matched to child development for effective teaching.
3. Match their responses to children based on child development theory
4. Document ways that children's self-discipline or self regulation and moral autonomy can be developed.
5. Match discipline interventions to perceived causes of the problem behavior.

## **EDSE 692 Special Education Seminar**

Upon completing this course, candidates will:

1. Produce a meta-synthesis of empirical and theoretical literature that demonstrates in-depth knowledge of models, theories, and philosophies that form the basis for special education practice.
2. Conduct systematic and reproducible Boolean searches of databases that index articles related to the disciplines of special education and disability studies with a high level of competence.
3. Connect empirical and theoretical literature to practice .

## **EDSE 698 Masters Thesis Project**

Upon completing this course the Candidate will :

1. Produce a meta-synthesis of empirical and theoretical literature that demonstrates in-depth knowledge of models
2. Connect the empirical and theoretical literature to his or her practice with a high level of competence.
3. Conduct Boolean searches of databases that index articles related to the disciplines of special education.