

# SPECIAL EDUCATION AND APPLIED BEHAVIOR ANALYSIS

## Master of Education in Special Education

The Department of Special Education offers preparation for persons seeking expertise in working with individuals having differing abilities within schools and other environments. Gonzaga candidates gain core competencies and choose courses in specific areas of interest. Individualized field experiences are designed to assist candidates in gaining experience while becoming leaders in the field. Focus areas include General Special Education and Board Certified Behavior Analyst (BCBA). The general focus is for candidates seeking to expand their knowledge regarding the field in a variety of areas. One path for those completing the general focus area could include becoming a Special Education Teacher and/or an Early Childhood Special Education Teacher. Please note that classes required to become a teacher exceed the minimum for earning the degree. Those completing the BCBA focus often complete their experience hours at area agencies so they can qualify to take the BCBA exam after they complete their Masters degree. The BCBA program is a 5th Edition approved verified course sequence (VCS) through the Association of Behavior Analysis International (ABAI) and the Behavior Analysis Certification Board (BACB). Regardless of focus area, the department recommends meeting with an academic advisor to create a plan that meets your goals. After successfully completing 9-credits of the program with a 3.00 GPA or higher in each course, candidates apply for candidacy.

## Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at <https://www.gonzaga.edu/gradapply> (<https://www.gonzaga.edu/gradapply/>).
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How to Apply Link
Certificate of Behavioral Analysis	<a href="https://www.gonzaga.edu/school-of-education/graduate/certificate-in-behavioral-analysis">https://www.gonzaga.edu/school-of-education/graduate/certificate-in-behavioral-analysis</a> ( <a href="https://www.gonzaga.edu/school-of-education/graduate/certificate-in-behavioral-analysis/">https://www.gonzaga.edu/school-of-education/graduate/certificate-in-behavioral-analysis/</a> )
M.Ed. in Special Education	<a href="https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-special-education/how-to-apply">https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-special-education/how-to-apply</a> ( <a href="https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-special-education/how-to-apply/">https://www.gonzaga.edu/school-of-education/graduate/m-ed-in-special-education/how-to-apply/</a> )

## Prerequisite

A bachelor's degree from an accredited college or university is required.

## Certification

Certification requirements for the State of Washington frequently change. It is the applicant's responsibility to contact the Certification Director in

the School of Education for the most current information regarding State certification.

Additional requirements include:

1. Must create and maintain a current eCertification Account throughout the completion of certification.
2. Must take the West-E exam in Special Education prior to student teaching.
3. Must receive a C or better in all courses required for certification.

## Electives

If a student previously took the equivalent of a core course or a course from the chosen track, then an elective course from the following special education courses may be substituted with the approval of the academic advisor, chairperson, and the dean.

### M.Ed in Special Education and Behavioral Analysis

## Program Requirements

Code	Title	Hours
<b>Core Courses</b>		
Select one of the following:		
EDSE 520	Applied Behavior Analysis	3
EDSE 675	Advanced Applied Behavior Analysis <sup>1</sup>	3
<b>Required Core Courses</b>		
EDSE 689	Professional Seminar	1-3
EDSE 698	Research in Special Education	3
EDSE 699	Comprehensive Oral Examination	0
<b>BCBA Emphasis</b>		
EDSE 669	Ethics on Behavior Analysis I	1
EDSE 671	Behavior Assessment and Intervention	4
EDSE 672	Assessment and Intervention in a Natural Setting	4
EDSE 673	Supervision and Consultation	3
EDSE 674	Ethics on Behavior Analysis II	2
EDSE 676	Measurements and Single Case Design	3
EDSE 677	Behavior Change	3
EDSE Course Elective (Cannot be EDSE 520)		3
<b>General Emphasis</b>		
EDSE 501	Psychology of Children with Exceptionality <sup>2</sup>	3
Applied Experience - Combination totaling 150 hours. 1 credit per 30 hours = 5 credits. Student may take 1-3 credits per term		
EDSE 505	Special Education Applied Classroom Experience Elementary	1-3
EDSE 506	Special Education Applied Classroom Experience	1-6
EDSE 507	Special Education Applied Classroom Experience Secondary	1-3
EDSE 508	Clinical Experience and Supervision	3
Electives		15
For those who have earned a Master's Degree in a related field and are seeking to become a BCBA, we offer the following courses that meet the VCS		
EDSE 669	Ethics on Behavior Analysis I	1
EDSE 671	Behavior Assessment and Intervention	4
EDSE 672	Assessment and Intervention in a Natural Setting	4

EDSE 673	Supervision and Consultation	3
EDSE 674	Ethics on Behavior Analysis II	2
EDSE 675	Advanced Applied Behavior Analysis	3
EDSE 676	Measurements and Single Case Design	3
EDSE 677	Behavior Change	3

<sup>1</sup> EDSE 675 required for those seeking the BCBA

<sup>2</sup> Candidates who have an undergraduate course equivalent may take different elective courses to meet requirements

**Candidates wishing to complete certification in Special Education must complete designated required courses for program completion as well as State of WA Standards. Pacific Northwest History content is required as part of the state standards yet can be met through prior course work. The following courses must be completed for certification. (Please note: Some undergraduate level courses may meet necessary requirements. Meeting with an advisor will be necessary to navigate certification requirements.)**

Code	Title	Hours
EDTE 512E	Elementary Differential Instruction and Assessment	3
EDTE 513	Since Time Immemorial	1
EDSE 520	Applied Behavior Analysis	3
EDSE 540	Special Education Procedures and Policies	3
EDSE 665	Advanced Seminar in Classroom Management	3
EDSE 617	Assessment in Special Education	3
EDSE 610	Precision Teaching	3
EDSE 651	Direct Instruction: Reading	3
EDSE 652	Direct Instruction: Mathematics	3
EDSE 505	Special Education Applied Classroom Experience Elementary	1-3
EDSE 507	Special Education Applied Classroom Experience Secondary	1-3
Select one of the following:		
EDSE 550 & 550L	Early Childhood Special Ed and Early Childhood Special Ed Lab	
EDSE 551 & 551L	Physical Development and Physical Development Lab	
EDSE 552 & 552L	Language and Communication and Language & Communication Lab	
EDSE 553 & 553L	Development of Children with Exceptionality and Development of Children with Exceptionality Lab	
EDSE 680	Advanced Teacher Development Seminar	2
EDSE 697	Extended Advanced Special Education Teaching Practicum <sup>1</sup>	6

<sup>1</sup> A minimum of 450 hours is required to complete student teaching throughout a full semester. This course can count for 3 credits of applied experience required in the SpEd General Focus.

## Courses

### EDSE 501. Psychology of Children with Exceptionality. (3 Credits)

The purpose of this course is to provide candidates with an overview of special education. Etiology, characteristics, and treatment of major disabling conditions will be covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed.

### EDSE 505. Special Education Applied Classroom Experience Elementary. (1-3 Credits)

**May be repeated for credit.**

Graduate candidates obtain experience in applied special education classroom settings at the elementary/preschool level. Appropriate clearance is required prior to entering the school setting. A minimum of 30 hours of supervised work in school setting is required to meet course standards.

### EDSE 506. Special Education Applied Classroom Experience. (1-6 Credits)

**May be repeated for credit.**

Graduate candidates obtain experience in applied special education classroom settings either at the elementary/preschool level or at the middle/high school level. Opportunities to provide experiences in inclusive settings with special needs students will be sought. Appropriate clearance is required prior to entering the school setting. A minimum of 30 hours of supervised work in school setting is required to meet course standards.

### EDSE 507. Special Education Applied Classroom Experience Secondary. (1-3 Credits)

**May be repeated for credit.**

Graduate candidates obtain experience in applied special education classroom settings at the middle/high school level. Appropriate clearance is required prior to entering the school setting. A minimum of 30 hours of supervised work in school setting is required to meet course standards.

### EDSE 508. Clinical Experience and Supervision. (3 Credits)

**May be repeated for credit.**

This course is designed to provide graduate students with supervised clinical experience hours to assist students in meeting a portion of the required hours toward becoming a Board Certified Behavior Analyst (BCBA). Students are expected to complete all coursework in a timely manner and conduct themselves in a professional and ethical manner especially when working with agencies/schools, supervisors/mentors, and individuals with exceptionalities.

### EDSE 520. Applied Behavior Analysis. (3 Credits)

An advanced introduction to the basic principles of learning and effective and practical procedures based upon those principles. Students read seminal articles in the field of behavior analysis and conduct and write up their own applied research study, implementing some of the procedures to remediate socially significant problems of children.

### EDSE 523. Theory of Instruction. (3 Credits)

This course covers a detailed analysis of direct instruction principles and their application to curriculum development. Requires an in-depth knowledge of and experience with direct instruction curriculum materials.

### EDSE 535. Autism. (3 Credits)

This course overviews the major characteristics of persons with autism, with focus on effective treatment, functional goals and curricula, objective assessment, teacher/parent training, classroom integration, and generalization and maintenance of treatment gains. Particular emphasis is placed on developing effective applied skills through course work, practicum, and an applied research study and write-up.

**EDSE 540. Special Education Procedures and Policies. (3 Credits)**

This course covers issues involved in providing I.E.P. provisions including goals, strategies, and legal and ethical implications.

**EDSE 544. Advanced Social, Emotion, and Behavioral Disorder. (3 Credits)**

This course will examine the neurodiversity within individuals with social, emotional, and behavioral disorders (SEBD) across life stages from birth through adulthood. A major focus of the course will analyze the etiology (causes), diagnosis procedures, characteristics, and treatments and evidence-based practices associated with high-incidence social, emotional, and behavioral disorders. Graduate students will have extended course readings, presentations, and self-directed projects to extend knowledge and application of content.

**EDSE 546. Technology for Teaching the Learning Disabled. (3 Credits)**

This course examines various techniques and approaches to remediate learning disabilities in school settings. Emphasis is placed on successful treatment and diagnostic procedures.

**EDSE 550. Early Childhood Special Ed. (2 Credits)**

This course overviews of the principles and practical procedures involved in infant and preschool services integrating children with disabilities. Applied experience is provided in an integrated preschool setting.

**Corequisites:** EDSE 550L

**EDSE 550L. Early Childhood Special Ed Lab. (1 Credit)**

In conjunction with EDSE 550: Early Childhood Special Education, this course offers practical experience for candidates in an on-site lab preschool serving preschoolers (3-to 5-year-olds) with and without disabilities. This course's focus is to apply theory introduced in the lecture portion (EDSE 550) to real-life educational settings. This lab will focus on typical cognitive development, showing candidates how to observe and assess performance levels. Then, candidates will be taught ongoing assessment measures and effective instructional strategies to improve developmental skills, especially across pre-academic/cognitive areas such as reading, writing, and math. Candidates will create lessons across developmental domains integrating theoretical knowledge with practical experience. Plus, candidates will implement evidence-based procedures for academic, language, social, and motor skills and learn to accurately assess child performance.

**Corequisites:** EDSE 550

**EDSE 551. Physical Development. (2 Credits)**

This course examines the principles of normal physical and neuro-motor development with an emphasis on methods for identifying and treating delayed and dysfunctional development. Treatment approaches address designing interventions and adapting the environment. Applied experience is provided in an integrated preschool setting.

**Corequisites:** EDSE 551L

**EDSE 551L. Physical Development Lab. (1 Credit)**

In conjunction with EDSE 551: Physical Development, this course offers practical experience for candidates in an on-site lab preschool serving preschoolers (3-to 5-year-olds) with and without disabilities. This course's focus is to apply theory introduced in the lecture portion (EDSE 551) to real-life educational settings. This lab will focus on typical physical development (gross and fine motor), showing candidates how to observe and assess performance levels. Then, candidates will be taught ongoing assessment measures and effective instructional strategies to improve developmental skills, especially across gross and fine motor areas. Candidates will create lessons across developmental domains integrating theoretical knowledge with practical experience. Plus, candidates will implement evidence-based procedures for academic, language, social, and motor skills and learn to accurately assess child performance.

**Corequisites:** EDSE 551

**EDSE 552. Language and Communication. (2 Credits)**

This course examines the principles of normal language development as well as guidance for facilitating functional language development in infants, toddlers, and preschoolers. The focus is on intervention programs designed for enhancing generalization of functional language usage. Applied experience is provided in an integrated preschool setting.

**Corequisites:** EDSE 552L

**EDSE 552L. Language & Communication Lab. (1 Credit)**

In conjunction with EDSE 552: Language and Communication, this course offers practical experience for candidates in an on-site lab preschool serving preschoolers (3- to 5-year-olds) with disabilities and those without. This course's focus is to apply theory introduced in the lecture portion (EDSE 552) to real-life educational settings. This lab will focus on typical language and social development, showing candidates how to observe and assess performance levels. Then, candidates will be taught ongoing assessment measures and effective instructional strategies to improve developmental skills, especially language and social. Candidates will create lessons across developmental domains integrating theoretical knowledge with practical experience. Plus, candidates will implement evidence-based procedures for academic, language, social, and motor skills and learn to accurately assess child performance.

**Corequisites:** EDSE 552

**EDSE 553. Development of Children with Exceptionality. (2 Credits)**

This course emphasizes normal child development and etiology of exceptionalities from infancy through age six. History and philosophy of early childhood special education, as well as relevant legislation, are studied. Applied experience is provided in an integrated preschool setting.

**Corequisites:** EDSE 553L

**EDSE 553L. Development of Children with Exceptionality Lab. (1 Credit)**

In conjunction with EDSE 553: Development of a Child with Exceptionalities, this course offers practical experience for candidates in an on-site lab preschool serving preschoolers (3- to 5-year-olds) with disabilities and those without. This course's focus is to apply theory introduced in the lecture portion (EDSE 553) to real-life educational settings. This lab will focus on adaptive and play development, showing candidates how to observe and assess performance levels. Then, candidates will be taught ongoing assessment measures and effective instructional strategies to improve developmental skills, especially adaptive and play. Candidates will create lessons across developmental domains integrating theoretical knowledge with practical experience. Plus, candidates will implement evidence-based procedures for academic, language, social, adaptive, play, and motor skills and learn to accurately assess child performance.

**Corequisites:** EDSE 553

**EDSE 576. Consultation in the Classroom. (3 Credits)**

This course covers advanced information and skills required to consult effectively with educators and parents regarding the development and implementation of educational programs within the least restrictive environment.

**EDSE 610. Precision Teaching. (3 Credits)**

This course covers basic procedures of precision teaching (e.g., movement cycles, pinpointing behaviors, setting aims, charting, planning curricula development for precision teaching, and methods of remediating learning disabilities).

**Course Fee:** 20

**EDSE 611. Continuing Research Education. (1 Credit)**

**May be repeated for credit.**

Continuing research credit.

**EDSE 615. Advanced Examination of Individuals with ADHD. (3 Credits)**

This course overviews practical strategies to deal with children's behavioral and emotional disturbances in the classroom. Etiology of behavior disorders and emotional problems in children and youth are discussed.

**EDSE 617. Assessment in Special Education. (3 Credits)**

This course covers various methods of assessing student progress and social behaviors as well as actual classroom observations and assessment. Data gathered in assessment are used to develop an individualized program for special students.

**Course Fee:** 55

**EDSE 651. Direct Instruction: Reading. (3 Credits)**

This course trains prospective teachers how to teach special education and regular education pupils to read. Content covers beginning through intermediate reading. Particular emphasis is placed on instructing teachers to use reading techniques that have research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate reading deficits regarding various reading skills.

**EDSE 652. Direct Instruction: Mathematics. (3 Credits)**

This course focuses on the teaching of mathematics directly to students with special needs and regular education elementary pupils. Emphasis is placed on procedures with a strong research base supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate skill deficits regarding various mathematical skills.

**EDSE 665. Advanced Seminar in Classroom Management. (3 Credits)**

This course examines strategies of applied behavior analysis for controlling various inappropriate behaviors that interfere with the learning process. The emphasis is on practical procedures that can be implemented by a single teacher in a special education or regular classroom setting.

**Prerequisites:** EDSE 520 with a minimum grade of B- or EDSE 320 with a minimum grade of B-

**EDSE 669. Ethics on Behavior Analysis I. (1 Credit)**

This course was designed to provide students an understanding of the expectations of ethical behavior required by the Behavior Analyst Certification Board (BACB). The course will cover content found in the "Professional and Ethical Compliance Code for Behavior Analysis." Specific content areas included but are not limited to responsible conduct, responsibility to clients, assessing behavior, and individualized behavior change programs. This course will focus on client centered ethical responsibilities.

**EDSE 670. Functional Analysis Seminar. (3 Credits)**

This course reviews functional analysis methodologies as developed by Iwata et. al (1982) for systematically identifying environmental variables that serve to maintain aberrant behavior. This course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analysis. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement.

**EDSE 671. Behavior Assessment and Intervention. (4 Credits)**

This course reviews functional analysis methodologies as developed by Iwata et. al (1982) for systematically identifying environmental variables that serve to maintain behavior. The course includes a detailed overview and application of functional analysis procedures and reinforcement-based interventions. Under direct supervision of faculty, students will conduct regular assessments to determine the environmental variables maintaining children's maladaptive behavior. Based on the assessment outcomes students will develop and implement function-based interventions. Students will collect and graph data, write reports summarizing findings, along with providing caregiver training. During lecture students will discuss clinical cases in relationship to established research.

**EDSE 672. Assessment and Intervention in a Natural Setting. (4 Credits)**

This course is experiential in nature and students in this course will conduct assessments and interventions in naturalistic settings. Data collection, graphing, and interpretation of data as well as implementing behavior change procedures and selecting and implementing interventions are critical components of course content. Students will write reports summarizing their findings and meet with faculty and classmates to discuss relationships to the literature. Students will be required to use and discuss single case design in the evaluation of treatment components.

**Prerequisites:** EDSE 671 with a minimum grade of B-

**EDSE 673. Supervision and Consultation. (3 Credits)**

This course is experimental in nature. Students in this course provide supervision of functional analysis procedures to others wishing to learn about functional analysis procedures. Students consult with classroom teachers and others as they provide instruction on assessment methodologies and procedures, data collection, graphing, report writing, and intervention recommendations. Students meet regularly with faculty to discuss teaching, supervision, and consultation techniques and issues.

**Prerequisites:** EDSE 672 with a minimum grade of B-

**EDSE 674. Ethics on Behavior Analysis II. (2 Credits)**

This course was designed to provide students an understanding of the expectations of ethical behavior required by the Behavior Analyst Certification Board (BACB). It is imperative that professionals conduct themselves in ways that highlight the highest ethical standards. This course will cover a portion of the content found in the "Professional and Ethical Compliance Code for Behavior Analysis." Specific content areas included but are not limited to supervision, ethical responsibility to the profession, ethical responsibility to colleagues, public statements, research, and responsibility to BACB. This course will focus on the behavior analysis' ethical responsibilities.

**EDSE 675. Advanced Applied Behavior Analysis. (3 Credits)**

The most recently developed and refined principles and data-based effective procedures developed within the field of Applied Behavior Analysis are discussed. This course promotes graduate students' analytic and practical skills in teaching and management procedures in a variety of settings. The course focuses on state-of-art advancements through recently published applied research studies and reviews.



**EDSE 676. Measurements and Single Case Design. (3 Credits)**

This course covers single-case research design and its application to research in special education and Applied Behavior Analysis. The course focuses on the application of single-case research design to conduct assessments, design function-based interventions, evaluate treatment effects, and make data-based decisions.

**EDSE 677. Behavior Change. (3 Credits)**

This course is designed to provide a review of general theoretical concepts while assisting students to bridge content and theory to applied practice. Students will practice/use specific skills needed for behavior change. Students will show content knowledge through frequent quizzes and will demonstrate skill development through class practice, demonstrations, and practical assignments. Students should be prepared to have their skills reviewed with feedback are expected to explain relationships between theory and practice to others.

**EDSE 680. Advanced Teacher Development Seminar. (2 Credits)**

This course provides students with necessary content and strategies to advance their skills during their student teaching experience. Course content links research to best practices and includes a culminating assignment designed to assess student learning through evidence-based decision making along with rationales for modifications to strategies when appropriate. Emphasis is placed on practical aspects of the teaching experience including but not limited to environmental contexts, working with other professionals, classroom routine, understanding P-12 student conditions, etc. Identifying and citing research-based connections is a core component for the culminating assignment.

**Prerequisites:** EDSE 665 with a minimum grade of C

**EDSE 689. Professional Seminar. (1-3 Credits)**

**May be repeated for credit.**

A culminating course where the student develops and conducts and writes an applied research study or completes and writes a comprehensive review of the literature. The formal write-up must be in APA style and format and ready for submission to a journal outlet.

**EDSE 690. Directed Readings. (1-3 Credits)**

**May be repeated for credit.**

This course is an individualized study based on readings approved by the professor. Each student develops a selected bibliography.

**EDSE 691. Directed Study. (1-3 Credits)**

**May be repeated for credit.**

This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.

**EDSE 692. Independent Study. (1-3 Credits)**

**May be repeated for credit.**

This course is an individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as a resource.

**EDSE 694. Special Project. (1-6 Credits)**

**May be repeated for credit.**

This course is an individualized study that is project based. The study results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.

**EDSE 696. Special Education Teaching Practicum. (6 Credits)**

This is an intensive field experience and is required to meet state of WA experience needed to enter the field of teaching. Graduate students will systematically take over the responsibilities of the special education teacher during the entire semester under the direction of the University supervisor and the mentor special education teacher.

**Prerequisites:** EDSE 651 (may be taken concurrently) with a minimum grade of B- and EDSE 652 (may be taken concurrently) with a minimum grade of B- and EDSE 665 (may be taken concurrently) with a minimum grade of B-

Enrollment is limited to students with a program in Special Education.

Enrollment limited to students in the School of Education college.

**EDSE 697. Extended Advanced Special Education Teaching Practicum. (6 Credits)**

This is an intensive field experience and is required to meet state of WA experience needed to enter the field of teaching. Graduate students will systematically take over the responsibilities of the special education teacher during the entire semester under the direction of the University supervisor and the mentor special education teacher.

**Prerequisites:** EDSE 651 (may be taken concurrently) with a minimum grade of B- and EDSE 652 (may be taken concurrently) with a minimum grade of B- and EDSE 665 (may be taken concurrently) with a minimum grade of B-

Enrollment is limited to students with a major in Special Education.

Enrollment limited to students in the School of Education college.

**EDSE 698. Research in Special Education. (3 Credits)**

This course presents the various procedures for carrying out classroom research by the teacher in order to evaluate the effectiveness of various classroom intervention strategies. The course teaches students ways to collect data, examine data for functional relationships, graph, and write up a research report in APA style.

**EDSE 699. Comprehensive Oral Examination. (0 Credits)**

This course requires the student to present orally and in a professional manner a summary of the major research project.

**Course Fee:** 110

**EDSE 900. Workshop. (1-6 Credits)**

**May be repeated for credit.**

**EDSE 901. Workshop. (2 Credits)**