

# SPECIAL EDUCATION AND APPLIED BEHAVIOR ANALYSIS

**Department Website: Special Education and Applied Behavior Analysis**  
(<https://www.gonzaga.edu/school-of-education/undergraduate/special-education/>)

The department offers a degree with an optional concentration, a minor, and an accelerated program starting in senior year to earn a master's degree (students must apply for the accelerated program)\*:

- Bachelor of Education in Special Education and Applied Behavior Analysis
- Board Certified Assistant Behavior Analyst (BCaBA) Minor in Special Education

Students have several options in completing the major. Students may complete the major by itself or with our BCaBA concentration, complete the major and add teacher certification in Special Education (SpEd), complete the major and add SpEd teacher certification along with other certification areas (like elementary education, early childhood special education, Math, English, Spanish, etc.), complete the major and add elementary education certification, complete our BCaBA verified course sequence and/or complete the major while adding courses toward an accelerated master's program that starts senior year.

As one of the top 25 Special Education programs in the United States - ranked 18th for 2024 (collegefactual.com) - our program is committed to educating students to become leaders who serve for the common good. We choose to fulfill this commitment one individual at a time, with the understanding that our endeavor requires getting to know our students and addressing their needs as whole individuals. Through a personalized experience that includes the creation of individual plans for success, faculty and staff model effective teaching practices in genuine ways. Many courses in the program offer opportunities for community engagement through service-learning activities to provide students opportunities to experience servant leadership. As a community of reflective learners, Gonzaga's faculty, staff, and students form supportive relationships that encourage service to others while fostering an understanding of responsibility toward each other as well.

The Special Education and Applied Behavior Analysis Department offers a major and minor that emphasizes experiential learning in applied settings. As a part of the program, students gain experience in public or private schools, as well as a variety of non-school settings (e.g., working with students in specialized programs, behavior analytic clinics, etc.). These experiences provide students the opportunity to combine academic training with practical/career development. Candidates who earn the Bachelor of Education degree with a major in Special Education are prepared to work with individuals having mild to severe disabilities, such as learning disabilities, autism, pervasive developmental disabilities, and behavior disorders. Majors seeking teacher certification take courses that focus on developing skills needed to function in a variety of classrooms including but not limited to resource, self-contained, and inclusionary. Adding teacher certification is an optional component that can be added as an undergraduate or at the graduate level.

The Special Education and Applied Behavior Analysis Department also prepares candidates who plan to work in non-school settings like clinics, workshops, homes, etc. Courses for those seeking BCaBA certification are also an option. A BCaBA is an undergraduate level certification that allows the recipient to implement and supervise clients receiving behavior analytic treatments. Treatment may include but is not limited to

language, social skills, and/or replacement behavior training. In addition, the Special Education degree is a great starting point for those seeking advanced degrees in behavior analysis, speech and language pathology, occupational therapy, mental health counseling, school counseling, marriage and family counseling, and/or school psychology.

In conjunction with the Early Childhood Special Education Endorsement, the Special Education Department offers an on-site lab preschool to provide Gonzaga candidates with hands-on experience in working with young children ages 3-7 years. To obtain a birth through third grade Early Childhood Special Education teaching certification in the state of Washington, candidates must complete all certification requirements that includes but is not limited to four Early Childhood Special Education courses and complete at least 120-hours of experience in an Early Childhood Special Education setting. These hours may be stand alone or completed as part of the student teaching experience. Since Gonzaga's goal is to promote the best learning opportunities available, we provide immediate and practical application of our program's skills to our candidates through linking all of the Early Childhood courses to the Gonzaga Special Education Integrated Preschool.

State of Washington teaching requirements indicate that certification in Special Education (SpEd) and Early Childhood Special Education (ECSpEd) are stand-alone endorsements. Although not required, many candidates choose to add a second endorsement. Special Education students often add elementary, reading, early childhood special education, and/or ELL endorsements among others. Two departmental endorsements (SpEd and ECSpEd) may be earned through completion of the B.Ed. A Special Education endorsement permits teaching students with special needs in preschool through age 21. The ECSpEd endorsement permits teaching student's with special needs birth through third grade. Students seeking teacher certification complete courses beyond what is required for the major to meet Washington program completion requirements. It is best to meet with your Special Education advisor to make sure you are taking the necessary coursework. All students majoring in special education and applied behavior analysis who wish to become endorsed to teach special education in the State of Washington must:

1. Complete required coursework in line with the Special Education Major.
2. Earn a grade of "Satisfactory" (S) for all required field placement courses.
3. Take a basic skill assessment in each of the following categories: Reading, Writing, and Math by taking the SAT, ACT, and/or WEST B prior to being admitted to the certification program. Those who have not completed this requirement are prohibited from student teaching.
4. Complete an application for and obtain acceptance into the teacher certification program.
5. Obtain and maintain WSP/FBI clearance throughout all field experiences including student teaching.
6. Create and maintain an eCertification PreResidency Clearance Account throughout the program.
7. Take the West-E/NES exam in Special Education or another endorsement area prior to student teaching.
8. Receive a C or better for all courses required for certification.

Candidates who wish to become endorsed in Early Childhood Special Education must complete all the requirements above as well as the following:

1. Complete the series of four courses specifically addressing critical issues, background, and pedagogy for early development, methodology, physical development, and communication (EDSE 350 Early Childhood Special Ed, EDSE 351 Physical Development, EDSE 352 Language and Communication, and EDSE 353 Development of Children with Exceptionality) with a grade of C or better.
2. Complete student teaching in an Early Childhood Special Education classroom or complete student teaching in another area and complete an additional practicum placement in an ECSpEd classroom for a minimum of 120 hours.

All Gonzaga University students may enroll in:

Code	Title	Hours
EDSE 101	American Sign Language I and Culture	3
EDSE 102	American Sign Language II and Culture	3
EDSE 150	Psychology of Children with Exceptionality	3
EDSE 306	In School Exp Elementary	1-3
EDSE 307	Special Education Application	1-3
EDSE 320	Applied Behavior Analysis	3
EDSE 335	Autism	3
EDSE 340	Special Education Policies and Procedures	3
EDSE 344	Social, Emotional, and Behavioral Disorders	3
EDSE 346	Teaching Students with Learning Disabilities	3
EDSE 406	In School Experience Secondary	1-3
EDSE 407	Special Education Applications with Adults	1-3

All other upper division courses require official acceptance into the major or minor in special education. Acceptance and continuance in the major or minor are dependent on an overall Gonzaga GPA of at least a 3.00; a 3.00 average or higher in EDSE 150 Psychology of Children with Exceptionality and EDSE 320 Applied Behavior Analysis; a minimum of 3.00 in EDSE 320 Applied Behavior Analysis; a pass and positive evaluations in EDSE 306 In School Exp Elementary, EDSE 307 Special Education Application, EDSE 406 In School Experience Secondary, or EDSE 407 Special Education Applications with Adults; recommendation by the advisor; and approval by the faculty in the Department of Special Education.

## Special Education and Applied Behavior Analysis (B.Ed) Major Program Requirements

Code	Title	Hours
<b>Lower Division</b>		
EDSE 150	Psychology of Children with Exceptionality	3
<b>Upper Division</b>		
EDSE 306 or EDSE 307	In School Exp Elementary Special Education Application	1
EDSE 320	Applied Behavior Analysis	3
EDSE 465	Classroom Management	3
EDSE 406 or EDSE 407	In School Experience Secondary Special Education Applications with Adults	1
Select three of the following:		9
EDSE 340	Special Education Policies and Procedures	
EDSE 410	Precision Teaching <sup>1</sup>	
EDSE 417	Assessment-Special Education	

EDSE 451	Direct Instruction-Reading	
EDSE 452	Direct Instruction-Mathematics	
Select one of the following:		9-13
EDSE 495	Extended Special Education Experience	
EDSE 496	Special Education Teaching Practicum	
EDSE 497	Extended Special Education Teaching Practicum	
EDSE Electives: 101 level or above		9
<b>Total Hours</b>		<b>38-42</b>

<sup>1</sup> Pre-requisite EDSE 465 Classroom Management

## Board Certified Assistant Behavior Analysis (BCaBA, B.Ed) Major BCaBA

Code	Title	Hours
<b>Lower Division</b>		
EDSE 150	Psychology of Children with Exceptionality	3
<b>Upper Division</b>		
EDSE 407 or EDSE 307	Special Education Applications with Adults Special Education Application	2
EDSE 320	Applied Behavior Analysis	3
EDSE 340	Special Education Policies and Procedures	3
EDSE 352	Language and Communication	2
EDSE 352L	Language & Communication Lab	1
EDSE 410	Precision Teaching <sup>1</sup>	3
EDSE 417	Assessment-Special Education	3
EDSE 465	Classroom Management	3
EDSE 469	BCaBA Ethics in Behavior Analysis	1
EDSE 470	Functional Analysis Seminar	3
EDSE 306 & EDSE 406	In School Exp Elementary and In School Experience Secondary	1
EDSE 495	Extended Special Education Experience	9
Electives		9
<b>Total Hours</b>		<b>46</b>

<sup>1</sup> Pre-requisite EDSE 465 Classroom Management

## Special Education Minor Program Requirements

Code	Title	Hours
<b>Lower Division</b>		
EDSE 150	Psychology of Children with Exceptionality	3
<b>Upper Division</b>		
EDSE 306 or EDSE 307	In School Exp Elementary Special Education Application	1
EDSE 406 or EDSE 407	In School Experience Secondary Special Education Applications with Adults	1
EDSE 320 & 320L	Applied Behavior Analysis and Applied Behavior Analysis Lab	
Select one of the following:		3
EDSE 340	Special Education Policies and Procedures	

EDSE 410	Precision Teaching <sup>1</sup>	
EDSE 417	Assessment-Special Education	
EDSE 451	Direct Instruction-Reading	
EDSE 452	Direct Instruction-Mathematics	
EDSE 465 & 465L	Classroom Management and Classroom Management Lab	
Select any two EDSE courses not yet taken (including elective courses)		6
EDSE 495	Extended Special Education Experience (180 hours)	6
<b>Total Hours</b>		<b>20</b>

<sup>1</sup> Pre-requisite EDSE 465 Classroom Management

## Courses

### EDSE 101. American Sign Language I and Culture. (3 Credits)

This course is open to all students regardless of major. In this fun, interactive class, students will learn how to correctly perform the manual alphabet, numbers, and develop a 750-sign vocabulary. Students will learn the syntax of American Sign Language and how it differs from other signing systems and spoken English. In addition, students will learn history of the Deaf and how it has shaped Deaf culture. This course will be conducted using a variety of instructional modes including but not limited to in-person demonstration/lecture and online reflection/discussion formats. This course partially fulfills Gonzaga's A&S language requirement. In addition to successfully completing this course (EDSE 101), EDSE 102 must be successfully completed to meet the language requirement.

### EDSE 102. American Sign Language II and Culture. (3 Credits)

This course is designed to integrate a multidisciplinary approach in extending content regarding deaf culture, history, politics, popular culture, impacts of society and dominant culture, discrimination, etc. Students will also continue to advance to the intermediate low level or the Survival Plus level as specified on the Sign Language Proficiency Interview (SLPI) rating scale. Students entering this class must already have successfully completed EDSE 101 or another beginning level American Sign Language (ASL) course or equivalent. This course partially fulfills Gonzaga's A&S language requirement. In addition to successfully completing this course (EDSE 102), EDSE 101 must be successfully completed to meet the language requirement or other approved content.

**Prerequisites:** EDSE 101 with a minimum grade of D or American Sign Language with a score of 10

### EDSE 150. Psychology of Children with Exceptionality. (3 Credits)

This course covers litigation and legislation affecting students with special needs, the basic handicapping conditions and how they relate to the education process. Basic remediation strategies will be discussed, as well as historical, medical, and psychological perspectives of the various disabilities.

### EDSE 193. FYS: Why Do I Do What I Do?. (3 Credits)

This course introduces students to why we behave the way we behave. The basic principles of behavior analysis will be explored as well as discussions on how behavior is shaped by the environment and the science of learning. Students will examine how these fundamental behavioral principles such as reinforcement, punishment, and motivation apply to everyday life. Throughout the course, students will develop critical writing skills. Students will be asked to evaluate social justice issues through the lens of a behavior analyst and consider contingencies of behavior that maintain social justice issues as well as propose potential solutions to move toward the common good.

### EDSE 215. Registered Behavioral Technology Training. (3 Credits)

This course is designed to meet the 40 hour Registered Behavior Technician (RBT) training requirements outlined by the Behavioral Analysis Certification Board (BACB). Students will complete tasks and practice in the following areas related to the RBT 2nd ed task list (i.e., measurement, assessment, skill acquisition, behavior reduction, documentation and reporting, and professional conduct and scope of practice).

### EDSE 306. In School Exp Elementary. (1-3 Credits)

**May be repeated for credit.**

Students spend 30 hours (per credit taken) assisting a Special Education teacher in an elementary or preschool level classroom. Placements are arranged through the instructor. Students are required to obtain FBI clearance prior to placement approval.

### EDSE 307. Special Education Application. (1-3 Credits)

**May be repeated for credit.**

Students complete 30 supervised hours (per credit taken) working directly with the individuals with disabilities in non-school settings. Arrangements are made with the instructor.

### EDSE 320. Applied Behavior Analysis. (3 Credits)

The basic principles of learning and procedures of Applied Behavior Analysis are presented. Techniques of Behavior Analysis such as effective teaching of diverse populations, objective measurement, experimental design, evaluation, and social validity are discussed in detail. A variety of real-life situations are examined.

**Corequisites:** EDSE 320L

### EDSE 320L. Applied Behavior Analysis Lab. (0 Credits)

This lab course is a co-requisite of EDSE 320. There are two primary components of the lab. One is to remediate and assist students with difficult concepts presented in EDSE 320 and the other is to focus on the development, implementation, write-up, and presentation of an applied research project.

**Corequisites:** EDSE 320

### EDSE 335. Autism. (3 Credits)

This course presents the etiology, diagnosis, and treatment of Autism Spectrum Disorders. Emphasis is placed on the various successful remediation techniques for children and youth.

### EDSE 340. Special Education Policies and Procedures. (3 Credits)

The legal and ethical questions regarding least restrictive environments (LRE) are examined in detail. Emphasis is placed on developing individualized education programs, communicating with parents and staff, and issues of due process. Recent research regarding LRE are reviewed.

**EDSE 344. Social, Emotional, and Behavioral Disorders. (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 will analyze the etiology (causes), diagnosis procedures, characteristics, and treatments and evidence-based practices associated with high-incidence social, emotional, and behavioral disorders. This course will also explore Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS) frameworks. Students will research and share current issues, support opportunities, and advocacy for SEBD. A primary goal will be for students to build connections from course content with their community through a book club and community engaged learning placement. Students in this course will develop a comprehensive skillset for their future teaching/working with individuals with SEBD across a variety of settings including classrooms.

**EDSE 346. Teaching Students with Learning Disabilities. (3 Credits)**

The various practical classroom techniques to measure and remediate learning disabilities are presented. The course focuses on techniques of practical use for the special and regular classroom teacher.

**EDSE 350. Early Childhood Special Ed. (2 Credits)**

This course overviews the principles and practical procedures involved in integrated preschool services for children with disabilities. Applied experience is provided in an integrated preschool setting. Prerequisite: Admission to the program.

**Prerequisites:** EDSE 150 with a minimum grade of D and EDSE 320 with a minimum grade of B

**Corequisites:** EDSE 350L

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

**EDSE 350L. Early Childhood Special Ed Lab. (1 Credit)**

In conjunction with EDSE 350: 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 350) 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 350

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

**EDSE 351. Physical Development. (2 Credits)**

This course examines normal physical and neuro-motor development with an emphasis on methods for identifying and treating delayed or dysfunctional development. Applied experience is provided in an integrated preschool setting.

**Prerequisites:** EDSE 150 with a minimum grade of D and EDSE 320 with a minimum grade of B

**Corequisites:** EDSE 351L

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

**EDSE 351L. Physical Development Lab. (1 Credit)**

In conjunction with EDSE 351: 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 351) 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 351

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

**EDSE 352. Language and Communication. (2 Credits)**

This course examines the principles of normal language development as well as educational 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.

**Prerequisites:** EDSE 150 with a minimum grade of D and EDSE 320 with a minimum grade of B

**Corequisites:** EDSE 352L

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

**EDSE 352L. Language & Communication Lab. (1 Credit)**

In conjunction with EDSE 352: 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 352) 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 352

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

**EDSE 353. Development of Children with Exceptionality. (2 Credits)**

This course examines 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.

**Prerequisites:** EDSE 150 with a minimum grade of D and EDSE 320 with a minimum grade of B

**Corequisites:** EDSE 353L

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



**EDSE 353L. Development of Children with Exceptionality Lab. (1 Credit)**

In conjunction with EDSE 353: 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 353) 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 353

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

**EDSE 390. Directed Study. (1-3 Credits)**

**May be repeated for credit.**

Topic to be decided by faculty.

**EDSE 400. Tutoring and Proctoring. (1-3 Credits)**

**May be repeated for credit.**

This course provides students the opportunity to work collaboratively and gives experience in teaching adults. Students may assume leadership roles and develop strategies for later application in training situations. In addition, teaching recently learned material reinforces the extension and generalization of their knowledge.

**Prerequisites:** EDSE 320 with a minimum grade of B

**EDSE 402. BCaBA Supervised Experience I. (3 Credits)**

This supervised practicum is designed to provide undergraduate students with 90 hours of applied experience to meet a portion of the required hours toward becoming a Board Certified Assistant Behavior Analyst (BCaBA). 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.

**Prerequisites:** EDSE 469 with a minimum grade of D

**EDSE 403. BCaBA Supervised Experience II. (3 Credits)**

"This supervised practicum is designed to provide undergraduate students with 90 hours of applied experience to meet a portion of the required hours toward becoming a Board Certified Assistant Behavior Analyst (BCaBA). 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."

**Prerequisites:** EDSE 402 with a minimum grade of D

**EDSE 404. Development of Children with Exceptionality Lab. (6 Credits)**

This supervised practicum is designed to provide undergraduate students with 180 hours of applied experience to meet a portion of the required hours toward becoming a Board Certified Assistant Behavior Analyst (BCaBA). 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.

**Prerequisites:** EDSE 403 with a minimum grade of D

**EDSE 406. In School Experience Secondary. (1-3 Credits)**

**May be repeated for credit.**

The student spends 30 hours (per credit taken) working in a special education classroom at the secondary level with emphasis in math and reading.

**EDSE 407. Special Education Applications with Adults. (1-3 Credits)**

**May be repeated for credit.**

The student spends 30 hours (per credit taken) working in environments serving adolescents or adults with developmental disabilities. Settings include group homes, sheltered workshops, supported work programs, and institutions.

**EDSE 410. Precision Teaching. (3 Credits)**

This course deals with various assessment procedures, such as psychometric testing, teacher constructed tests, achievement tests, and observational scoring. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom or clinical setting to remediate learning and behavior problems.

**Prerequisites:** EDSE 465 (may be taken concurrently) with a minimum grade of D

**Course Fee:** 20

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

**EDSE 415. Psychology of the Children with ADHD. (3 Credits)**

This class covers the historical and present treatment techniques dealing with the child with attention deficits and hyperactivity in the classroom and at home. Various assessment devices to determine ADHD are examined. Practical procedures that can be implemented in the school or home are strongly emphasized.

**EDSE 417. Assessment-Special Education. (3 Credits)**

This course deals with various assessment procedures, such as psychometric testing, teacher constructed tests, achievement tests, and observational scoring. Emphasis is placed on using assessments to identify instructional interventions that can be carried out in the classroom setting to remediate learning and behavior problems.

**Prerequisites:** EDSE 320 with a minimum grade of D or PSYC 101 with a minimum grade of D

**Course Fee:** 55

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

**EDSE 427. Teaching Persons with Developmental Disability. (3 Credits)**

This course provides students with an understanding of state-of-the-science practices for serving individuals who have mental disabilities. The focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults.

**Prerequisites:** EDSE 320 with a minimum grade of C

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

**EDSE 432. CIS: (3 Credits)**

The Core Integration Seminar (CIS) engages the Year Four Question: "Imagining the possible: What is our role in the world?" by offering students a culminating seminar experience in which students integrate the principles of Jesuit education, prior components of the Core, and their disciplinary expertise. Each section of the course will focus on a problem or issue raised by the contemporary world that encourages integration, collaboration, and problem solving. The topic for each section of the course will be proposed and developed by each faculty member in a way that clearly connects to the Jesuit Mission, to multiple disciplinary perspectives, and to our students' future role in the world.

**Prerequisites:** Prerequisites exist. Refer to Zagweb.

**EDSE 450. Special Education Seminar. (1 Credit)**

The purpose of this course is to review and reinforce information regarding student with disabilities and the laws and procedures that govern their education. Candidates will enhance skills through a seminar format in accordance to the mandates of the 2004 IDEIA and its linkages to regular education teachers.

**Prerequisites:** (EDTE 496E (may be taken concurrently) with a minimum grade of D and EDTE 495 (may be taken concurrently) with a minimum grade of D) or (EDTE 495 (may be taken concurrently) with a minimum grade of D and EDTE 496S (may be taken concurrently) with a minimum grade of D) or EDPE 495 (may be taken concurrently) with a minimum grade of D

**EDSE 451. Direct Instruction-Reading. (3 Credits)**

This course covers how to teach special education and regular education pupils beginning through intermediate reading skills directly. Particular emphasis is placed on instructing teachers to use reading techniques which have had research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various reading skills.

**Prerequisites:** EDSE 320 with a minimum grade of B  
Enrollment is limited to students with a program in Special Education or Special Education.

**EDSE 452. Direct Instruction-Mathematics. (3 Credits)**

This course covers how to teach basic mathematical skills directly to special education and regular education elementary pupils. Emphasis is placed on instructing teachers to use mathematical techniques which have research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various mathematical skills.

**Prerequisites:** EDSE 320 with a minimum grade of B

**Corequisites:** EDSE 452L

**EDSE 452L. Direct Instruction Math Lab. (0 Credits)**

This lab course is a co-requisite of EDSE 452. This lab provides supplemental instruction and also remediation for students having difficulty with math concepts presented in EDSE 452.

**Corequisites:** EDSE 452

**EDSE 465. Classroom Management. (3 Credits)**

Principles and procedures are presented to promote effective classroom discipline and teaching in either a self-contained or resource center setting. Emphasis is placed on practical techniques that can be employed by one teacher.

**Prerequisites:** EDSE 150 with a minimum grade of D and EDSE 320 with a minimum grade of D and (EDSE 306 with a minimum grade of D or EDSE 307 with a minimum grade of D or EDSE 406 with a minimum grade of D or EDSE 407 with a minimum grade of D)

**Corequisites:** EDSE 465L

**EDSE 465L. Classroom Management Lab. (0 Credits)**

This course provides supplemental information to benefit students taking EDSE 465. Content of the course includes APA format for project completion, computer instruction on creating graphs and tables, review of difficult content from class, directed information regarding action research, and ethical standards information.

**Corequisites:** EDSE 465

**EDSE 469. BCaBA Ethics in Behavior Analysis. (1 Credit)**

This course was designed to provide undergraduate students an understanding of the expectations of ethical behavior required by the Behavior Analyst Certification Board (BACB) and the Association of Behavior Analysis International (ABAI). This course covers content in all of the areas found in the "Professional and Ethical Compliance Codes for Behavior Analysis". Learning these codes is imperative when practicing as a Board Certified Assistant Behavior Analyst (BCaBA) and provides guidance for ways to conduct themselves that highlight the highest ethical standards while focusing on client-centered ethical responsibilities.

**Prerequisites:** EDSE 320 with a minimum grade of D

**EDSE 470. Functional Analysis Seminar. (3 Credits)**

This course reviews functional analysis methodologies for systematically identifying environmental variables that serve to maintain aberrant behavior. The course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analyses. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement.

**Prerequisites:** EDSE 465 with a minimum grade of D  
Enrollment is limited to students with a program in Special Education or Special Education.

**EDSE 480. Teacher Development Seminar. (2 Credits)**

This course provides student with necessary content and strategies to develop and grow productive teaching practices. 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. 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, impact of trauma on learning, etc. In addition, some content covers ways to prevent teacher burnout and self-care strategies. Required content from WE state is also covered.

**Prerequisites:** EDSE 465 with a minimum grade of D

**EDSE 490. Directed Readings. (1-3 Credits)**

**May be repeated for credit.**

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

**EDSE 491. 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 492. Independent Study. (1-6 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 resource.

**EDSE 494. Special Projects. (1-3 Credits)****May be repeated for credit.**

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

**EDSE 495. Extended Special Education Experience. (3-9 Credits)****May be repeated for credit.**

The Extended Special Education Experience (EDSE 495) is a field-based practicum designed to provide students with an intensive applied experience in settings focused on assisting individuals with special needs and/or organizations that support individuals with special needs. This course is designed to be taken in 3, 6, or 9 credits. The number of credits determines the amount of hours of service provided at the site (for 3 credits 90 hours are required, 6 credits 180 hours and 9 credits 270 hours). Students are placed in one agency/organization for the entire semester.

**EDSE 496. Special Education Teaching Practicum. (12 Credits)**

This is the intensive field experience in which the student assumes the full responsibility of a Special Education Teacher under the direction of a University Supervisor and a Special Education Mentor teacher.

**Prerequisites:** EDSE 465 with a minimum grade of D

Enrollment limited to students with a semester level of Fourth Year (96+ credits).

Enrollment limited to students in the School of Education college.

**EDSE 497. Extended Special Education Teaching Practicum. (13 Credits)**

This is an intensive field experience which spans across the entire semester (13 credits). The student will systematically take over the responsibilities of the special education teacher under the direction of a University Supervisor and a Special Education Mentor teacher.

**Prerequisites:** EDSE 465 with a minimum grade of D

Enrollment limited to students with a semester level of Fourth Year (96+ credits).

Enrollment limited to students in the School of Education college.