SPECIAL EDUCATION

FARAclas, KARA, Assistant Professor and Chairperson
BEAN, KIMBERLY, Assistant Professor and Graduate Coordinator
BRAHM, MEGHAN, Assistant Professor
GROSKREUTZ, MARK, Associate Professor
KIARIE, MARY W, Associate Professor
LOPEZ-VELASQUEZ, ANGELA, Associate Professor
MERCURIO, MIA, Professor
OLSHIN, GEORGE M., Professor
TAMURA, RONALD B., Associate Professor
TERPSTRA, JUDITH E., Professor
WEI, YAN, Assistant Professor
Applied Behavior Analysis, Graduate Certificate
Special Education, M.S. - Interdisciplinary
Special Education, M.S. - Learning Disabilities
Special Education, M.S. - Emotional Behavior Disorders
Special Education, M.S. - Assistive Technology
Special Education, M.S. - Autism Spectrum Disorders and other Developmental Disabilities
Special Education, Sixth Year Certificate - Applied Behavior Analysis
Special Education, Sixth Year Certificate - Adaptive Technology
SPECIAL EDUCATION, M.S. - ASSISTIVE TECHNOLOGY

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

Graduate students can work towards a Master of Science degree in Special Education in a variety of concentration areas, including Learning Disabilities, Emotional Behavioral Disorders, Assistive Technology, Autism Spectrum Disorders and Other Developmental Disabilities and Interdisciplinary Special Education. Sixth-year professional diplomas in Applied Behavior Analysis and Assistive Technology are also offered.

Admission and program requirements are as follows:

• 3.0 minimum undergraduate GPA
• The program must include 30 credits at the 500 level or above
• Each student must choose an area of concentration for the master's program from the following:
  • Interdisciplinary
  • Learning Disabilities
  • Emotional Behavioral Disorders
  • Assistive Technology
  • Autism Spectrum Disorders and other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education and Reading Office for information on acceptance to the program.

Assistive Technology — 30 Credits

• SED 517 — Introduction to Adaptive Technology — 3 credits
• SED 593 — Adaptive Technology for Reading and Writing — 3 credits
• SED 594 — Adaptive Technology for Individuals with Multiple Disabilities — 3 credits
• SED 595 — Adaptive Technology Assessment — 3 credits
• SED 596 — Clinical Practice in Adaptive Technology — 3 credits
• SED 636 — Critical Issues in Assistive Technology — 3 credits
*12 credits of graduate electives may be chosen from special education or related courses with advisor approval, but these may not be credits that have been applied to a previous degree. These courses may be any graduate level course in the College of Arts and Sciences, College of Education, or College of Health and Human Services.

*Comprehensive Exam in Assistive Technology is Required.

Special Education Comprehensive Examination Schedule

- Fall — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
- Spring — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in April, 9 a.m.-1 p.m.

NOTE: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
APPLIED BEHAVIOR ANALYSIS,
GRADUATE CERTIFICATE

Application Deadline

Rolling admissions

For further information: SpecialEdGrad@southernct.edu

The ABA programs prepare students to meet the coursework requirements to sit for the exam to become a Board Certified Behavior Analyst (BCBA), an international certification in Applied Behavior Analysis (ABA). Professionals with certification in ABA are highly sought after in many fields including education, special education, and school psychology. There are two ABA program options – a Sixth Year Diploma Program and a Certificate Program. Both programs prepare students to take and pass the BCBA exam and to use ABA in applied settings, such as with individuals with or without disabilities in educational or therapeutic environments. The ABA courses will be particularly relevant for special educators, school psychologists, and other educational professionals. Supervised Independent Fieldwork is available as a program option.

Verified Course Sequence (VCS) first time pass rate data for the BCBA exam can be found at the BACB website here. Please note pass-rate data are not published for sequences with fewer than six first-time candidates in a single year or for sequences within their first four years of operation.

Applied Behavior Analysis — Certificate Program — 18 Credits in Program (minimum)

• SED 690 — Principles of Applied Behavior Analysis — 3 credits
• SED 691 — Research and Measurement — 3 credits
• SED 693 — Assessment in Applied Behavior Analysis — 3 credits
• SED 694 — Intervention in Applied Behavior Analysis — 3 credits
• SED 692 — Advanced Applied Behavior Analysis — 3 credits
• SED 641 — Ethical and Professional Conduct — 3 credits

Optional

* SED 695 — Supervised Independent Fieldwork in ABA — 1 credit

* SED 695 may be taken up to three times and is an option for those who would like Southern to provide support for BACB required supervision. At this time, students must arrange the location of supervision, where they are employed for 30+ hours per week (e.g., at the school where they currently work).

The Graduate Certificate in Applied Behavior Analysis currently runs on a cohort system (subject to change), with a new cohort beginning every 3 semesters (e.g., Fall 2016, Spring 2018, etc). Applicants are encouraged to contact the Special Education and Reading department to verify next cohort start dates and application timeline. Applicants
planning to sit for the BCBA exam must have a master's degree in Psychology, Education, or ABA to be eligible for the BCBA exam. Please contact the Special Education and Reading department for more information on the application process.
SPECIAL EDUCATION, M.S. - INTERDISCIPLINARY

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

Graduate students can work towards a Master of Science degree in Special Education in a variety of concentration areas, including Learning Disabilities, Emotional Behavioral Disorders, Assistive Technology, Autism Spectrum Disorders and Other Developmental Disabilities and Interdisciplinary Special Education. Sixth-year professional diplomas in Applied Behavior Analysis and Assistive Technology are also offered.

Admission and program requirements are as follows:

• 3.0 minimum undergraduate GPA
• The program must include 30 credits at the 500 level or above
• Each student must choose an area of concentration for the master's program from the following:
  • Interdisciplinary
  • Learning Disabilities
  • Emotional Behavioral Disorders
  • Adaptive Technology
  • Autism Spectrum Disorders and other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education and Reading Office for information on acceptance to the program.

Interdisciplinary Special Education — 30 Credits

• IDS 553 — Grant Writing and Funding Sources — 3 credits
• IDS 562 — Child Abuse: An American Problem — 3 credits
• SED 516 — Field Studies in Special Education — 3 credits
• SED 519 — Clinical Practices in Intellectual Disabilities — 3 credits
• SED 560 — Planning for Individuals with Special Needs — 3 credits
• SED 600 — Directed Study and Research — 3 credits
• SED 605 — Administration and Supervision of Programs for Individuals with Special Needs — 3 credits
*9 credits of graduate electives may be chosen from special education or related courses with advisor approval, but these may not be credits that have applied to a previous degree. These courses may be any graduate level course from the College of Arts and Sciences, College of Education, or College of Health and Human Services.

*Comprehensive Exam in Interdisciplinary is Required.

**Special Education Comprehensive Examination Schedule**

- Fall — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
- Spring — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in April, 9 a.m.-1 p.m.

NOTE: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
SPECIAL EDUCATION, SIXTH YEAR CERTIFICATE - APPLIED BEHAVIOR ANALYSIS

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

The major purpose of the sixth year professional program is to extend professional knowledge of practitioners in school programs for exceptional children. Corollary objectives provide for advanced professional preparation in special education, expansion of knowledge concerning other areas of exceptionality, and creating an awareness of the problems concerned with special education administration and supervision. The program is open to candidates who hold a master’s degree. Admission requirements include a departmental interview, submission of an essay, and two letters of recommendation.

Individual programs are planned by the adviser and are based upon the applicant’s background, training, and educational experience. Up to nine graduate credits of transfer credits are allowed only if the courses transferred are commensurate with those required for the sixth year program.

Sixth Year Professional Diploma—courses will be planned with student individually. The program will include a minimum of 15 credits at the 600 level.

Inclusion and student diversity are changing the way in which educational services are delivered. Teachers and support staff increasingly collaborate in the classroom to individualize and enhance instruction for students with special needs. This course of study prepares educators in a wide range of collaborative approaches, including teamwork, co-teaching, coaching, and consultation, and includes core courses, guided application projects, and participation in a collaboration/consultation practicum. The five courses in collaboration/consultation may be taken with the courses required for certification in Educational Leadership as an Intermediate Administrator.

Verified Course Sequence (VCS) first time pass rate data for the BCBA exam can be found at the BACB website here. Please note pass-rate data are not published for sequences with fewer than six first-time candidates in a single year or for sequences within their first four years of operation.

Applied Behavior Analysis — Sixth Year Professional Diploma — 30 Credits in Specialization

• SED 690 — Principles of Applied Behavior Analysis — 3 credits
• SED 691 — Single Subject Research Methods — 3 credits
• SED 693 — Assessment in Applied Behavior Analysis — 3 credits
• SED 694 — Intervention in Applied Behavior Analysis — 3 credits
• SED 692 — Advanced Applied Behavior Analysis — 3 credits
• SED 641 — Ethical and Professional Conduct — 3 credits

Electives

* SED 695 — Supervised Independent Fieldwork in ABA — 1 credit

12 electives needed to reach the 30 credit requirement. These electives may be any graduate level course in the College of Arts and Sciences, College of Education, or the College of Health and Human Services. Up to 6 credits of graduate level coursework may be applied to the 6th Year Diploma only if those credits have not been previously applied towards another degree.

*SED 695 may be taken up to three times and is an option for those students who would like Southern to provide support for BACB required supervision. At this time, student must arrange the location of supervision, where they are employed for 30+ hours per week (e.g., at the school where they currently work).

The 6th Year Diploma in Special Education with a specialization in Applied Behavior Analysis currently runs on a cohort system (subject to change), with a new cohort beginning every three semesters. (e.g., Fall 2016, Spring 2018, etc). Applicants are encouraged to contact the Special Education and Reading department to verify next cohort start dates and application timelines. Please contact the Special Education and Reading department on the application to the program.
SOUTHERN CONNECTICUT STATE UNIVERSITY

SPECIAL EDUCATION, M.S. - EMOTIONAL BEHAVIORAL DISORDERS

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

Graduate students can work towards a Master of Science degree in Special Education in a variety of concentration areas, including Learning Disabilities, Emotional Behavioral Disorders, Assistive Technology, Autism Spectrum Disorders and Other Developmental Disabilities and Interdisciplinary Special Education. Sixth-year professional diplomas in Applied Behavior Analysis and Assistive Technology are also offered.

Admission and program requirements are as follows:

• 3.0 minimum undergraduate GPA
• The program must include 30 credits at the 500 level or above
• Each student must choose an area of concentration for the master's program from the following:
  • Interdisciplinary
  • Learning Disabilities
  • Emotional Behavioral Disorders
  • Adaptive Technology
  • Autism Spectrum Disorders and other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education and Reading Office for information on acceptance to the program.

Master of Science in Special Education: Emotional and Behavioral Disorders — 30 Credits

• SED 523 — Assessment and Interventions for Students with Emotional and Behavioral Disorders — 3 credits
• SED 525 — Curriculum and Instructional Methods for Students with Emotional and Behavioral Disorders — 3 credits
• SED 526 — Seminar in Contemporary Issues with Emotional and Behavioral Disorders — 3 credits
• SED 527 — Positive Behavior Support for Students with Emotional Behavioral Disorders — 3 credits
• SED 516 — Field Studies in Special Education — 3 credits
• SED 529 — Clinical Practices with Emotional Behavioral Disorders — 3 credits

Electives may be chosen from Special Education or related courses with adviser approval.

*12 credits of graduate electives may be chosen from special education or related courses with an advisor approval, but these may not be credits that have been applied to a previous degree. These courses may be any graduate level course in the School of Arts and Sciences, School of Education, or School in Health and Human Services.

*Comprehensive Exam in Emotional and Behavior Disorders is Required.

Special Education Comprehensive Examination Schedule

• Fall — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
• Spring — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in April, 9 a.m.-1 p.m.

NOTE: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
SPECIAL EDUCATION, SIXTH YEAR CERTIFICATE - ADAPTIVE TECHNOLOGY

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling Admissions

The major purpose of the sixth year professional program is to extend professional knowledge of practitioners in school programs for exceptional children. Corollary objectives provide for advanced professional preparation in special education, expansion of knowledge concerning other areas of exceptionality, and creating an awareness of the problems concerned with special education administration and supervision. The program is open to candidates who hold a master’s degree. Admission requirements include a departmental interview, submission of an essay, and two letters of recommendation.

Individual programs are planned by the adviser and are based upon the applicant’s background, training, and educational experience. Up to nine graduate credits of transfer credits are allowed only if the courses transferred are commensurate with those required for the sixth year program.

Sixth Year Professional Diploma—courses will be planned with student individually. The program will include a minimum of 15 credits at the 600 level.

Inclusion and student diversity are changing the way in which educational services are delivered. Teachers and support staff increasingly collaborate in the classroom to individualize and enhance instruction for students with special needs. This course of study prepares educators in a wide range of collaborative approaches, including teamwork, co-teaching, coaching, and consultation, and includes core courses, guided application projects, and participation in a collaboration/consultation practicum. The five courses in collaboration/consultation may be taken with the courses required for certification in Educational Leadership as an Intermediate Administrator.

Adaptive Technology — 30 Credits in Specialization

- SED 600 — Independent Study — 3 credits
- SED 621 — Interpersonal and Collaborative Skills — 3 credits
- CMD 602 — Augmentative and Alternative Communication — 3 credits
- CMD 610 — Communication and Development Disabilities — 3 credits
- SED 517 — Introduction to Adaptive Technology — 3 credits
- SED 593 — Adaptive Technology for Reading and Writing — 3 credits
- SED 594 — Adaptive Technology for Individuals with Multiple Disabilities — 3 credits
- SED 595 — Adaptive Technology Assessment — 3 credits
- SED 596 — Clinical Practice in Adaptive Technology — 3 credits
• SED 636 — Critical Issues in Assistive Technology — 3 credits
SPECIAL EDUCATION, M.S. - AUTISM SPECTRUM DISORDERS AND OTHER DEVELOPMENTAL DISABILITIES

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

Graduate students can work towards a Master of Science degree in Special Education in a variety of concentration areas, including Learning Disabilities, Emotional Behavioral Disorders, Assistive Technology, Autism Spectrum Disorders and Other Developmental Disabilities and Interdisciplinary Special Education. Sixth-year professional diplomas in Applied Behavior Analysis and Assistive Technology are also offered.

Admission and program requirements are as follows:

• 3.0 minimum undergraduate GPA
• The program must include 30 credits at the 500 level or above
• Each student must choose an area of concentration for the master's program from the following:
  • Interdisciplinary
  • Learning Disabilities
  • Emotional Behavioral Disorders
  • Adaptive Technology
  • Autism Spectrum Disorders and Other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education and Reading Office for information on acceptance to the program.

Autism Spectrum Disorders and Other Developmental Disabilities — 30 Credits

• SED 520 — Nature and Needs of Individuals with Autism Spectrum Disorders and Other Developmental Disabilities (3-Credits)
• SED 512 — Curriculum Methods and Materials for Students with Autism Spectrum Disorders and Other Developmental Disabilities (3-Credits)
• SED 610/CSP 610 — Applied Behavioral Analysis in Education Settings (3-Credits)
• SED/CMD 652 — Assessment of Autism Spectrum Disorders (3-Credits)
• SED 519 — Clinical Practices in Special Education (3-Credits)
• SED 514 — Transition Within Disability Services (3-Credits)

*12 credits of graduate electives may be chosen from special education or related courses with advisor approval, but these may not be credits that have been applied to a previous degree. These courses may be any graduate level course in the College of Arts and Science, College of Education, or College of Health and Human Services.

*Comprehensive exam in Autism Spectrum Disorders and Other Developmental Disabilities is Required.

Special Education Comprehensive Examination Schedule

• Fall — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
• Spring — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in June, 9 a.m.-1 p.m.
SPECIAL EDUCATION, M.S. - LEARNING DISABILITIES

For further information: SpecialEdGrad@southernct.edu

Application Deadline

Rolling admissions

All Master’s degrees in special education require 30 credits, as well as a culminating experience. Some graduate courses may require field experiences. Courses should not be taken without an adviser’s approval.

Graduate students can work towards a Master of Science degree in Special Education in a variety of concentration areas, including Learning Disabilities, Emotional Behavioral Disorders, Assistive Technology, Autism Spectrum Disorders and Other Developmental Disabilities and Interdisciplinary Special Education. Sixth-year professional diplomas in Applied Behavior Analysis and Assistive Technology are also offered.

Admission and program requirements are as follows:

• 3.0 minimum undergraduate GPA
• The program must include 30 credits at the 500 level or above
• Each student must choose an area of concentration for the master's program from the following:
  • Interdisciplinary
  • Learning Disabilities
  • Emotional Behavioral Disorders
  • Adaptive Technology
  • Autism Spectrum Disorders and other Developmental Disabilities

An interview, essay and two letters of recommendation are required for admission. However, additional materials may be required. Contact the Special Education and Reading Office for information on acceptance to the program.

Learning Disabilities — 30 Credits

SED 530 — Approaches to Learning Disabilities: Issues and Research — 3 credits
SED 536 — Diagnostic Testing and Reporting in Learning Disabilities — 3 credits
SED 537 — Seminar in Learning Disabilities — 3 credits
SED 539 — Clinical Practices in Learning Disabilities — 3 credits

Select one of the following:

SED 535 — Programming for Learning Disabilities: Middle and Secondary Levels — 3 credits
SED 554 — The At-Risk Child in the Early Elementary Grades: Instruction and Assessment — 3 credits

*15 credits of graduate electives may be chosen from special education or related courses with advisor approval, but these may not be credits that have been applied to a previous degree. These courses can be any graduate level course in the College of Arts and Sciences, College of Education, or College of Health and Human Services.

*Comprehensive Exam in Learning Disabilities is Required.

**Special Education Comprehensive Examination Schedule**

- Fall — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the third Saturday in November, 9 a.m.-1 p.m.
- Spring — Study Session: to be announced (see website). Comprehensive Examination: Typically given on the first Saturday in April, 9 a.m.-1 p.m.

NOTE: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
COURSES

**IDS 562 - Child Abuse: An American Problem**
The concerns and issues of child abuse and how to assist abused children and their families. Scheduled fall of odd years.
Last Offered: Spring 2019
3 credits

**SED 502 - Introduction to Exceptional Learners**
Characteristics and special needs of K-12 students with exceptionalities; historical and legislative foundations for special education; assessment, planning and delivery of individualized special education instructions; collaborative role of special educators in working with other professionals and families.
Last Offered: Spring 2020
3 credits

**SED 503 - Learning Theory and Development**
This course introduces students to principles of learning and development by reviewing relevant theoretical and historical approaches within education and psychology.
Last Offered: Spring 2020
3 credits

**SED 504 - Curriculum and Program Planning for Exceptional Learners**
The development of appropriate academic, social, behavior, and communication curriculum and the implementation of evidence based practices for exceptional individuals.
Prerequisite(s): SED 502.
Last Offered: Spring 2020
3 credits

**SED 505 - Literacy Instruction for Exceptional Learners**
Assessment methods, lesson planning and evidence based instructional strategies for teaching components of reading and writing instruction to students with special needs are discussed, demonstrated, and applied in relation to developmental and instructional theory.
Prerequisite(s): SED 504.
Last Offered: Spring 2020
3 credits

**SED 509 - Mathematics Instruction for Exceptional Learners**
This course introduces basic assessment and remediation concepts, principles, and practices. Approaches to assessing, teaching, and modifying mathematics and science content for students with special needs will be discussed, demonstrated, and applied. Fieldwork is required in this course.
Prerequisite(s): SED 504 and Instructor permission.
Last Offered: not yet offered
3 credits

**SED 512 - Curriculum Methods and Materials for Students with Autism Spectrum Disorders and Other Developmental Disabilities**
Provides curriculum, methods and strategies to address challenges associated with autism spectrum disorders and other developmental disabilities. Students review a child's disabilities and obtain current knowledge about existing, evidence-based strategies. Typically offered spring semesters.
Prerequisite(s): SED 520.
Last Offered: Spring 2020
3 credits
SED 514 - Transition within Disability Services
Dealing with other professionals, participating in and leading interdisciplinary teams, and developing community resources. Typically offered spring and fall semesters.
Last Offered: Spring 2020
3 credits

SED 516 - Field Studies in Special Education
Clinical practices in agencies, institutions, and independent living facilities. Graduate educators only. Scheduled irregularly.
Last Offered: Fall 2019
3 credits

SED 517 - Introduction to Adaptive Technology
An overview of hardware and software for students with learning, cognitive, sensory and physical disabilities. Focuses on accessing and adapting computers, technology integration, and methods for collaborating with related services professionals. Typically offered spring semesters.
Prerequisite(s): SED 225 or SED 481 or SED 482 and SED 335 or departmental permission.
Last Offered: Spring 2020
3 credits

SED 519 - Clinical Practices in Developmental Disabilities
Supervised experience in planning and implementing instruction for students with developmental disabilities. Typically offered summer semesters.
Prerequisite(s): SED 325 and departmental permission.
Last Offered: Summer 2019
1 to 6 credits

SED 520 - Nature and Needs of Individuals with Autism Spectrum Disorders and Other Development Disabilities
Other Developmental Disabilities Overview of autism spectrum and other developmental disabilities, including definitions, origins and characteristics. IDEA requirements and legal issues as well as the roles and responsibilities of families in the educational process will be addressed. Typically offered fall and spring semesters.
Last Offered: Spring 2020
3 credits

SED 521 - Diagnostic Assessment and Instruction of Individuals with Disabilities
Approaches and processes to diagnostic assessment of individuals with disabilities or individuals at risk of disabilities.
Prerequisite(s): SED 504, 505 (maybe taken concurrently).
Last Offered: not yet offered
3 credits

SED 523 - Assessment and Intervention for Students with Emotional and Behavioral Disorders
Overview of evidence-based assessment and intervention strategies for students with emotional and behavioral disorder using a developmental framework that considers individual and contextual characteristics, including risk and protective factors.
Prerequisite(s): SED 375 or equivalent.
Last Offered: Fall 2019
3 credits

SED 525 - Curriculum and Instructional Methods for Students with Emotional and Behavioral Disorders
Research-based programing with focus on curriculum and instructional strategies to improve academic and social-emotional competencies of students with emotional and behavioral disorders at school, home and community environments.
Last Offered: Fall 2019
3 credits
SED 526 - Seminar in Contemporary Issues in Emotional and Behavioral Disorders
Examination of contemporary issues in the education of students with emotional and behavioral disorders, including theory, policy, research and practice.
Prerequisite(s): SED 523 and SED 525.
Last Offered: Spring 2020
3 credits

SED 527 - Positive Behavior Support for Students with Emotional and Behavioral Disorders
Development of positive behavior support plans based on principles of behavior, functional analysis and policies regarding disciplinary procedures. Emphasis on collaboration, positive and culturally responsive learning environments and data collection methods.
Last Offered: Spring 2020
3 credits

SED 529 - Clinical Practices with Students with Emotional disorders.
Supervised experience in assessment and instruction of students with emotional and behavioral disorders.
Prerequisite(s): SED 375 and departmental permission.
Last Offered: Summer 2019
1 to 3 credits

SED 530 - Approaches to Learning Disabilities: Issues and Research
Cause, identification, diagnosis, and remediation. Research evidence on effectiveness of different diagnostic and remediation approaches. Typically offered fall and spring semesters.
Last Offered: Fall 2019
3 credits

SED 535 - Programming for Learning Disabilities: Middle School and Secondary Level
Techniques for advanced academic skills, vocational and career education considerations, and delivery of services. Typically offered fall semesters.
Prerequisite(s): SED 365, SED 435.
Last Offered: Fall 2019
3 credits

SED 536 - Diagnostic Testing and Reporting in Learning Disabilities
Understanding and application of basic measurement concepts used to plan a total educational program for a child. Typically offered fall and spring semesters.
Prerequisite(s): SED 365, SED 435, SED 530, SED 535 or SED 554 and departmental permission.
Last Offered: Spring 2020
3 credits

SED 537 - Seminar in Learning Disabilities
Synthesis and integration of theoretical and practical aspects of the field, historical perspectives and examination of issues and research. Typically offered fall and spring semesters.
Prerequisite(s): SED 530 (may be taken concurrently).
Last Offered: Spring 2020
3 credits

SED 539 - Clinical Practices in Learning Disabilities
Supervised experience in teaching learning disabled children in both clinical and public school settings. Scheduled summer semesters. Typically offered summer semesters.
Prerequisite(s): SED 365, SED 435 and departmental permission.
Last Offered: Summer 2019
1 to 6 credits
SED 550 - Early Childhood and Developmental Differences

Child development theory related to developmentally and individually appropriate practice and model program development; evidence-based practices relevant to promoting young children’s growth in key developmental areas. Typically offered fall and spring semesters. Prerequisite(s): SED 225, SED 481 or equivalent.
Last Offered: Fall 2018
3 credits

SED 551 - Parent - Professional Relationships

Legal, ethical and practical aspects of working with families to support the development of children with special needs. Family systems theory, cultural awareness, and communication skills as they relate to working effectively with families. Typically offered fall and spring semesters. Last Offered: Spring 2020
3 credits

SED 552 - Evaluation and Service Delivery in Early Childhood

Developmental and educational assessment and program planning for infants and toddlers. Methods for facilitating development through play, instructional and environmental adaptations, and individualized planning. Assignments involving observations of infants and toddlers required. Typically offered fall semesters. Prerequisite(s): SED 550.
Last Offered: Summer 2019
3 credits

SED 553 - Assessment and Intervention in Early Childhood

Methods for facilitating development through play, instructional and environmental adaptations, and individualized planning. Assignments will require observations of preschool children in a group setting. Typically offered spring semesters. Prerequisite(s): SED 550 and SED 552 or departmental permission.
Last Offered: Spring 2017
3 credits

SED 554 - The At-Risk Child in the Early Elementary Grades

Assessment Selection and use of instructional procedures and materials for cognitive and social growth in young disabled and/or “at risk” children (ages 5-8). Typically offered fall semesters. Last Offered: Spring 2020
3 credits

SED 558 - The Early Childhood Special Education Teacher as Team Facilitator

A study of the teacher’s role as member and/or facilitator of an ECSED transdisciplinary team. A didactic and experiential format will be used. Typically offered summer semesters. Prerequisite(s): SED 550, SED 551, SED 552, and SED 553 and departmental permission. Co-requisite: SED 559.
Last Offered: Summer 2017
3 credits

SED 559 - Clinical Practice in Early Childhood Special Education

Supervised experience in planning, conducting, and evaluating educational experiences for young children with special needs. Typically offered summer semesters. Prerequisite(s): SED 550, SED 551, SED 552, SED 553 and departmental permission.
Last Offered: Summer 2017
3 credits

SED 560 - Planning for Individuals with Special Needs

A broad overview of special education as related to general education and other specialized areas such as psychological services, counseling, physical education, and reading. Graduate Educateurs only. (formerly SED 510). Typically offered in alternating fall semesters. Prerequisite(s): departmental permission.
Last Offered: Spring 2019
3 credits
SED 575 - Healing, Education, Laughter and Play
Exploration of the roles of humor, creativity and healing in education and related fields. In a combination of lectures and group activities, a variety of nationally acclaimed speakers will share their expertise. Typically offered summer semesters.
Last Offered: Summer 2018
3 credits

SED 588 - International Field Studies in Special Education
Examination of policies, programs and services for individuals with disabilities in selected countries, including program visits and interactions with local professionals with attention to topics such as prevalence, cultures, family, involvement, professional preparation and resource.
Last Offered: Summer 2019
6 credits

SED 593 - Adaptive Technology for Reading and Writing
Explores how hardware and software can enable students with reading and writing disabilities to achieve educational goals. Techniques for using computers in the learning process examined, with hands-on experience in the Adaptive Technology Lab. Typically offered fall semesters.
Prerequisite(s): SED 517 and SED 530 or departmental permission.
Last Offered: Fall 2019
3 credits

SED 594 - Adaptive Technology for Individuals with Multiple Disabilities
Software options to address the learning needs of students with a variety of disabilities and curriculum levels will be examined, explored and evaluated in this hands-on class. Students learn to customize software for individual students. Typically offered fall semesters.
Prerequisite(s): SED 517 or departmental permission.
Last Offered: Spring 2020
3 credits

SED 595 - Adaptive Technology Assessment
This is a case study approach to choosing the most appropriate technology options for students of all ages with a variety of disabilities. Integrating the technology into the classroom setting will be emphasized. Typically offered spring semesters.
Prerequisite(s): SED 517, SED 593 and/or SED 594 or departmental permission.
Last Offered: Spring 2020
3 credits

SED 596 - Clinical Practice in Adaptive Technology
Supervised practice in adaptive technology assessment and training for students with disabilities. Typically offered summer semesters.
Prerequisite(s): SED 517, SED 593, SED 594, SED 595 and departmental permission.
Last Offered: Summer 2019
3 credits

SED 599 - Special Topics
Special Topics in Special Education. (Topics vary)
Last Offered: Summer 2016
1 to 6 credits

SED 600 - Directed Study and Research
Solving particular problems in communities through a supervised independent study relevant to the education of all exceptional children. The master’s thesis may not be written in connection with this course. Typically offered fall and spring semesters.
Prerequisite(s): departmental permission.
Last Offered: Winter 2019-20
1 to 6 credits
SED 605 - Administration and Supervision of Programs for Individuals with Special Needs

Needs Techniques for school administrators and supervisors in Planning and Placement and Due Process procedures. Characteristics of and programming for exceptional students, legislation and funding; education of all students in inclusionary settings meets state requirement for special education course for administrators. Typically offered spring semesters.
Last Offered: Spring 2020
3 credits

SED 610 - Applied Behavioral Analysis in Educational Settings

Applied Behavioral Analysis (ABA) is an approach to teaching founded on the science of behavior. Focuses on appropriate use of effective ABA strategies to help students achieve success in school settings. Typically offered fall semesters only.
Prerequisite(s): SED 375 or CSP 574 or equivalent and departmental permission.
Last Offered: Spring 2020
3 credits

SED 621 - Interpersonal and Collaborative Skills in Education

Collaboration skills for working with school staff and parents in providing services for special needs students. Focus on communication, teamwork, group processes, co-teaching, negotiation, and conflict resolution. Open to Master’s and sixth year program students. Typically offer fall and summer semesters.
Last Offered: Fall 2018
3 credits

SED 622 - Consultation and Support Skills for the Educator

Consultation with school personnel and parents, with reference to problem solving procedures, helping steps, interviewing skills, data gathering, goal setting, and intervention planning and support. Open to sixth year program students only. Typically offered spring semesters.
Last Offered: Spring 2016
3 credits

SED 623 - Advanced Consultation & Collaborative Program Development in Education

Organizational structure and program development for collaboration, consultation, and staff support for personnel who work with special needs students. Open to 6th year program students only. Typically offered fall semester.
Last Offered: Spring 2016
3 credits

SED 624 - In-Service Training and Workshops in Education

Strategies and practices for presenting educational in-service programs, workshops, and institutes, with particular reference to changing professional roles and responsibilities in collaborative and inclusive schools. Open to Master’s and 6th year program students. Typically offered summer semesters.
Last Offered: Summer 2017
3 credits

SED 626 - Critical Issues in Assistive Technology

Provides an opportunity to examine a variety of issues that are facilitators and barriers to successful AT implementation. Among the topics included are funding, technical support, professional development, equity issues, and legal issues. Students also examine research methods and trends in assistive technology.
Prerequisite(s): SED 517, SED 593, and SED 594.
Last Offered: Fall 2019
3 credits

SED 641 - Ethical and Professional Conduct

Explores the nature of professional ethics and behavior in educational psychology and applied behavior analysis. As such, the course will focus on building knowledge regarding standards of conduct guiding the fields. In particular, the standards set forth by the American Psychological Association (APA), the National Association of School Psychologists (NASP), and the Behavior Analyst Certification Board (BACB) will be covered.
Last Offered: Spring 2019
3 credits
SED 652 - Assessment of Autistic Spectrum Disorders

Study of the social, cognitive, neurological, and communicative aspects of Autistic Spectrum Disorders. A range of assessment techniques and instruments for individuals at various levels of functioning will be stressed.
Prerequisite(s): departmental permission.
Last Offered: Summer 2019
3 credits

SED 690 - Principles of Applied Behavior Analysis

Overview of history, features and principles of learning central to the science of Applied Behavior Analysis (ABA) and how these principles relate to learning and behavior.
Last Offered: Fall 2019
3 credits

SED 691 - Research Methods

Designed to review basic research concepts and to introduce students to more advanced concepts in group and single subject research studies. Included content is designed to meet the standards of BCBA certification while developing students’ broader understanding of general research methods.
Last Offered: Fall 2019
3 credits

SED 692 - Advanced Applied Behavior Analysis

Examination of advanced topics in ABA and their relevance to a variety of applied situations focused on learning and behavior. Topics will include specialized behavioral assessments, interventions, staff and parent training, and learning theories.
Prerequisite(s): CSP/SED 690, SED 610, SED 691.
Last Offered: Spring 2019
3 credits

SED 693 - Assessment in Applied Behavior Analysis

Builds on information learned in SED 690 and SED 691. SED 693 will provide students with an introduction to assessment design and implementation, individual assessment strategies, data collection, data summary, data interpretation, and adapting assessment strategies to assess individual differences.
Last Offered: Spring 2020
3 credits

SED 694 - Intervention in Applied Behavior Analysis

Information on intervention using the principles of Applied Behavior Analysis to design programs to help individuals experience more success in their lives (socially, academically, and behaviorally).
Corequisite(s): SED 693.
Last Offered: Spring 2020
3 credits

SED 695 - Supervised Independent Fieldwork in Applied Behavior Analysis

Supervised experience in applying ABA in real-world settings, including observation, assessment, measurement, and identification and design of interventions. This course provides some of the supervision required to sit for the BCBA exam.
Prerequisite(s): Enrollment in or completion of CSP/SED 690.
Last Offered: Spring 2020
1 credits