

# **HIGH INCIDENCE SPECIAL EDUCATION**

**Program Information and Student Handbook**

# **EMPORIA STATE UNIVERSITY™**



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## **EMPORIA STATE UNIVERSITY**

### **High Incidence Special Education Mission Statement**

The advanced program in High Incidence Special Education at Emporia State University is tied directly to The Teachers College conceptual framework. Consequently, the mission of the high incidence special education faculty is to develop The Professional, who provides service to society; applies interdisciplinary scholarly knowledge; engages in effective practice; responds to uncertainty and change; relies on self-reflection; and belongs to professional community.

### **Disclaimer**

The program requirements contained within this document are subject to change and may be revised as deemed necessary.

**Department of Elementary Education / Early Childhood / Special  
Education Graduate Special Education, High Incidence Concentration**  
[www.emporia.edu/highincidence](http://www.emporia.edu/highincidence)

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### **Program Goals and Objectives**

Our graduates:

1. Provide service to society;
2. Apply interdisciplinary scholarly knowledge;
3. Engage in theory-based effective practice and decision making;
4. Respond to uncertainty and change caused by different needs of students and a changing world with new technologies that appear at an unprecedented rate;
5. Rely on self-reflection to evaluate, synthesize information, and make decisions about how to modify teaching practices and appropriately assess student learning; and
6. Belong to a professional community of educators that work in schools to provide healthy environments for learning and teaching.

### **Program Overview**

The graduate program in high incidence special education at Emporia State University (ESU) is designed to support the needs of the students, teachers, schools, and special education administrators in Kansas and throughout the nation. The High Incidence Special Education curriculum meets the endorsement standards in Kansas for two levels: Childhood (Grades K to 6) and Adolescence (Grades 6 to 12).

### **Application Process**

Applicants must submit all required admissions documents and be accepted into the program by the department prior to pre-enrolling in their second semester of study. Acceptance into this program is a two-level process:

1. Students apply to be admitted to do graduate study at Emporia State at:  
<https://www.emporia.edu/graduate-school/>
2. Students apply for admission into the High Incidence Special Education Program for either degree candidacy or the endorsement only.  
[www.emporia.edu/highincidence](http://www.emporia.edu/highincidence)

Students who have not enrolled for three-years and have been inactivated will be required to reapply and obtain a new departmental approval/eligibility before they can continue in their degree program.

### **Admission to the High Incidence Special Education Program:**

1. Complete Emporia State University's Graduate School Application
- Important: students in distance programs must submit a copy of the valid government-issued photo identification (ID) that is acknowledged by the student's signature. Government-issued IDs include such documents as driver's license, passport, military ID, permanent resident card.

Students must also complete the ID Verification Form at:

<https://www.emporia.edu/online-distance-education/admissions/graduate-admissions-process/>

2. Hold a bachelor's degree from an accredited college or university and be eligible for a teaching license.
3. Have a minimum grade point average of 3.00 based on a 4.0 scale (the average may be on the total undergraduate record or on the last 60 hours).
4. Provide two letters of recommendation from professionals in the field of education, psychology, or related disciplines supporting the person's request for admission, and address the candidate's academic skills and personal attributes, strengths and/or weaknesses.
5. Submit a personal letter describing his/her preparation, ability, interests, goals, and reasons for applying to the program.
6. Submit a signed copy of the Special Education Dispositions Assessment.
7. Provide two Disposition Assessments completed by professionals in the field of education who are aware of the person's work with children in school settings.
8. Provide a copy of his/her current, valid teaching license.

After acceptance into the Graduate School has been completed, then the application materials will be reviewed by the High Incidence Special Education Admissions Committee for acceptance into the High Incidence Program.

Application review will result in full acceptance, probationary acceptance, or denial. The faculty admissions committee will determine probation status on a case-by-case basis.

### **ESU Seniors Earning Graduate Credit in the High Incidence Special Education Program**

University policy indicates when undergraduates pursuing a bachelor's in science in education are seniors (i.e. completed at least 90 credit hours). They can begin taking course work toward the High Incidence Special Education Provisional endorsement accomplishing the following:

- 1) Completing a formal application for graduate study and submitting an official transcript.
- 2) Having a minimum overall undergraduate GPA of 3.25.
- 3) Prior to actually enrolling in a 700 level course for graduate credit, the student **must** complete a Request for Graduate Credit form through ESU Graduate office.  
The form must include signatures from the student's advisor, the special education faculty member or department chair in lieu of the course instructor, the graduate dean, and the registrar. This form must be submitted to the graduate office prior to enrollment. Once this form has been received and approved, the SD700 level classes will be flagged for graduate credit.
- 4) Refer to Graduate Policy Handbook for additional information regarding this process.
- 5) Complete the application required for the high incidence special education program.

### **Degree Candidacy (for Master's Degree Seeking Candidates)**

Degree candidacy is granted when a candidate admitted to graduate study has:

1. Successfully completed a minimum of six semester hours of course work in the graduate program of study; and
2. Filed a degree plan with the department no later than upon the completion of the 12 hours of course work. The degree plan must be approved by the candidate's advisor and the department chair. Candidates must have a grade of A or B on all courses on the plan of study.
3. Candidates seeking the high incidence endorsement with a master's degree must hold a current Kansas teaching license. Students from other states must hold a current teaching license in their respective state, and they must contact their state department of education to ensure ESU's program meets their state's requirements. Students completing endorsement program who wish to obtain endorsement for teaching high incidence special education should contact the Teacher Licensure Officer in the Office of Field Placement & Licensure within The Teachers College for initial advisement (620-341-5412).

### **Courses for High Incidence Master's Degree**

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SD 700	Characteristics of Students with High Incidence Disabilities	3 hrs.
SD 702	Strategies for Students with High Incidence Disabilities	3 hrs.
SD 799	Consultation and Collaboration	3 hrs.
SD 802	Seminar in Behavior Management	3 hrs.
SD 803	Promoting Literacy for Students with High Incidence Disabilities	3 hrs.
SD 820	Assessment in Schools	3 hrs.

SD 708 or SD 709	Supervised Practice, High Incidence Elementary I <b>or</b> Supervised Practice, High Incidence Secondary I	3 hrs. (either)
SD 808 or SD 809	Supervised Practice, High Incidence Elementary II <b>or</b> Supervised Practice, High Incidence Secondary II	3 hrs. (either)
SD 721	Action Research in Special Education	3 hrs.
SD 899	Master's Capstone Course in Special Education	3 hrs.
	<i>Electives required (approved by advisor)</i>	6 hrs.
<b>TOTAL CREDIT HOURS</b>		<b>36 hrs.</b>

*Successful completion of the PRAXIS II Exam required for high incidence endorsement*

### **Non-degree/Licensure Seeking Student (Endorsement-Only Student)**

Students with at least a baccalaureate degree from a regionally accredited institution who desire to enroll in graduate course work but are not seeking a degree or certificate are classified as non-degree or licensure students. Students must hold a valid teaching license, have applied for a valid license or have applied for reinstatement for a valid teaching license. Students are required to pay an application fee and submit proof of baccalaureate degree by submitting official transcript(s) from a regionally accredited institution. Faculty reserve the right to decide on the applicability of course work taken prior to formal admission into a non-degree program.

A non-degree or licensure student, who wishes to enter a degree program at a later date, must submit a new application and go through the admission review process. **A maximum of 12 approved hours earned under this status may be applied to a degree program.** Students should check the graduate degree listing or contact the Teacher Licensure Officer within the Teachers College (620-341-5412) for specific licensure programs offered at ESU.

Endorsement is recommended when a student is admitted to the program and has:

1. Filed a plan of study, which has been approved by the student's advisor and ESU's Teacher Licensure Officer;
2. Earned a grade of A or B on all courses on the plan of study; and
3. Successfully passed the required state licensure exam (e.g. PRAXIS).

### **Courses for High Incidence Endorsement Only**

SD 700	Characteristics of Students with High Incidence Disabilities	3 hrs.
SD 702	Strategies for Students with High Incidence	3 hrs.

Disabilities		
SD 708 or SD 709	Supervised Practice, Elementary High Incidence I or Supervised Practice, Secondary High Incidence I	3 hrs. (either)
SD 799	Consultation and Collaboration	3 hrs.
SD 803	Promoting Literacy for Students with High Incidence Disabilities	3 hrs.
SD 802	Seminar in Behavior Management	3 hrs.
SD 808 or SD 809	Supervised Practice High Incidence Elementary II or Supervised Practice High Incidence Secondary II	3 hrs. (either)
SD 820	Assessment in Schools	3 hrs.
<b>TOTAL CREDIT HOURS</b>		<b>24 hrs.</b>

*In addition to the successful completion of the above coursework, successful completion of the PRAXIS II is required to add the High Incidence endorsement to one's teaching license.*

### **Length of Program**

Requirements for the master's, certificates and specialist in education graduate degrees must be completed within seven (7) years from the date of the first enrollment. In the case of compelling circumstances, the Department offering the degree may consider a petition for a one-year extension of all requirements. The Graduate Council may consider a petition, with Departmental approval, to validate course work in the ninth or tenth year, dating from the first enrollment. Validation may be accomplished by examination or additional approved work. No transfer work can be validated. No work over ten years old can be used to satisfy the requirements for graduate degrees.

The Graduate Council may consider a petition, with departmental approval, to validate course work in the ninth or tenth years, dating from the first enrollment. Validation may be accomplished by certification of current competence with the subject matter either through examination or through using the content on the job or additional approved work. No transfer work can be validated. No work over ten years old can be used to satisfy the requirements for graduate degrees at Emporia State University.



## **Credit Transfer**

### **Transfer Credit from Another Institution**

Graduate credit earned from nationally accredited institutions may be transferred for credit toward the Master's Degree:

- 1) No more than nine (9) semester hours of credit may be transferred into the master's degree.
- 2) A grade of B or higher must have been earned in all such transfer credit.
- 3) Official transcripts of all transfer work must be on file in the Graduate School prior to submitting degree plans.
- 4) Transfer courses must be approved by the advisor, chair of the major department, and the Dean of the Graduate School.
- 5) The transfer credit must be applicable toward a graduate degree at the university at which the course work was taken.

Students who have obtained a degree from a foreign university/college must have a transcript evaluation from a recommended external source that is a member of National Association of Credential Evaluation Services (NACES). Students will not be allowed to enroll until the evaluation has been received in the Graduate School. Students with questions should consult with the Office of International Education, Registration Office, or the Graduate School. All of the usual criteria for transfer credits apply (approved by Graduate Council March 2005).

## **Retention**

Candidates are required to earn a B or above on all courses. Candidates who earn a grade of C or lower may retake the course one time only. Candidates can retake up to 25% of total courses on their plan of study (i.e., Licensure students can retake up to two courses on their plans of study. Master's degree seeking students can retake up to three courses on their plans of study.).

## **Practicum**

The practicum experiences allow candidates opportunities to demonstrate teaching competence by integrating theory and practice. Candidates will apply, refine and synthesize knowledge, technique, and skills learned in the coursework. Candidates must complete a planned sequence of two supervised practicum experiences. Students must be admitted into the program to be eligible to take practicum. Candidates must be employed as a K-12 teacher of record in a school setting to complete the practicums. Para-educators must be employed in a K-12 school setting and approved by their school administrators to complete internships.

**Please review the practicum application form for further information about practicum requirements. The practicum approval form must be submitted and approved before enrollment in the practicum. Please contact Dr. Mari Caballero at [mflake@emporia.edu](mailto:mflake@emporia.edu)**

## **Degree Plan**

A degree program plan must be completed and approved before the second term of enrollment. Please refer to the graduate policy handbook for the specific requirements. Upon receiving the acceptance letter, it is the **student's responsibility** to contact the assigned advisor to develop the plan of study.

## **Intent to Graduate**

Notice of intent to graduate must be received by the Graduate School the semester preceding graduation. The Intent to Graduate form is due the semester before you plan to graduate, March 1 for summer graduates, July 1 for fall graduates, and November 1 for spring graduates. Failure to give notice of intent to graduate may cause a delay in graduation. The intent to graduate form must be submitted through your Buzz365 account.

**Scholarships** Scholarships are available for students admitted into the Master of Science in Special Education: High Incidence Concentration program. Here is the link to the website for further information. <https://emporia.scholarships.ngwebsolutions.com>

## **Waiver Requirements**

1. Be admitted into the Master of Science in High Incidence Special Education degree program or High Incidence non-licensure Endorsement-Only program.
2. Have a completed and approved degree plan or plan of study (i.e., Endorsement-Only).
3. Be enrolled in at least one course during the same semester the waiver application is made by the district cooperative.
4. Once Steps 1, 2, and 3 are complete your school district administration will submit the paperwork for the waiver to the Kansas State Department of Education.

### **Requirements for Provisional Endorsement in High Incidence Special Education**

Provisional endorsement earned when the following courses are completed:

SD700 Characteristics of Individuals with High Incidence Disabilities

SD702 Strategies for Individuals with High Incidence Disabilities

SD708 Supervised Practice, Elementary High Incidence I

OR

SD709 Supervised Practice, Secondary High Incidence I

Under current Kansas regulation, the candidate may teach up to two years on a provisional endorsement while working toward completion of the High Incidence course work within the master's program. The provisional endorsement may be renewed once for an additional two years if the candidate has completed an additional 50% of the remaining required course work.

### **Requirements for High Incidence Special Education Endorsement**

Endorsement earned when the following courses are completed AND a passing score on the PRAXIS is earned:

SD 700	Characteristics of Students with High Incidence Disabilities	3 hrs.
SD 702	Strategies for Students with High Incidence Disabilities	3 hrs.
SD 708 or SD 709	Supervised Practice, Elementary High Incidence I or Supervised Practice, Secondary High Incidence I	3 hrs. (either)
SD 799	Consultation and Collaboration	3 hrs.
SD 803	Promoting Literacy for Students with High Incidence Disabilities	3 hrs.
SD 802	Seminar in Behavior Management	3 hrs.
SD 808 or SD 809	Supervised Practice High Incidence Elementary II or Supervised Practice High Incidence Secondary II	3 hrs (either)

**TOTAL CREDIT HOURS****24 hrs.**

*Successful completion of the PRAXIS II is required.*

Contact the licensure officer at Emporia State University for additional information regarding the High Incidence Special Education Endorsement. That office can be reached by calling 620-341-5412.

**Praxis Test Information**

Students seeking the High Incidence endorsement must successfully pass the Praxis II test. Praxis test information for the state of Kansas is available through the Educational Testing Service (ETS) website via the following link: <http://www.ets.org/praxis/ks>. ESU must be a score recipient. ESU's code is 6335.

Currently, the Praxis test needed in order to be eligible for a High Incidence Special Education endorsement in Kansas is test #5543 with a cut score of 155. Additional information about the test can be obtained by accessing <http://www.ets.org/praxis/ks/requirements>. Please contact the ESU Licensure Officer before signing up for the Praxis test to ensure that the same test is still being required.

**High Incidence Course Descriptions**

Each graduate student in the high incidence program must have access to technology with appropriate software and network connection to support his/her graduate work. Some examples of technology used in courses might include live chat sessions and streaming videos. You will also be required to videotape a teaching demonstration during both practicums. Contact the specific course instructor to inquire about the frequency of live chat sessions and video review (weekly, biweekly, etc.).

**› SD 550 Survey of Exceptionality (or an approved survey course in special education) (3 hrs.)**

(Prerequisite, PY100.) This course provides an introduction to each of the following exceptionalities: gifted and talented, learning disabled, intellectual disability, behavior disordered, visually impaired, hearing impaired, communication disordered, and physically disabled and early childhood disabilities. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics, and 4) basic remediation/intervention techniques.

› **SD 700 Characteristics of Students with High Incidence Disabilities (3 hrs.)**

This course provides an introduction to the following exceptionalities: learning disabled, intellectual disability, behavior disorder, and other disability categories. Specific information presented for each exceptionality includes the following: 1) etiology; 2) assessment/identification; 3) characteristics, 4) basic remediation/intervention techniques. Legislation pertaining to individuals with disabilities will also be emphasized.

› **SD 702 Strategies for Students with High Incidence Disabilities (3 hrs.)**

This course will provide the candidate with descriptions and applications of methods and strategies for teaching students with high incidence disabilities in need of an adapted curriculum. Candidates will participate in a variety of activities to demonstrate knowledge and skills to meet the academic and behavioral needs of learners in primary through secondary levels. Candidates will learn educational programming techniques, implementation, and evaluation of appropriate interventions in a variety of roles including consultation and co-teaching.

› **SD 708 Assistive Technology (3 hrs.)**

(Prerequisites, SD700 and SD702; permission of instructor.) This course provides initial organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

› **SD 709 Supervised Practice, High Incidence-Secondary I (3 hrs.)**

(Prerequisites, SD700 and SD702; permission of instructor.) This course provides initial organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

› **SD 721 Action Research in Special Education (3 hrs.)**

An introductory graduate level course in research methodology designed to allow the student to conduct action research in special education.

› **SD 799 Consultation/Collaboration (3 hrs.)**

Students will refine and practice effective communication skills. Current models of consultation/collaboration will be presented and critical.

› **SD 802 Seminar In Behavior Management (3 hrs.)**

This course provides a practical guide to experienced teachers, teachers in-training, parents, and paraprofessionals for applying behavior management techniques both in general and special education settings and in the home. The course focuses on the principles of behavior management and their application in the educational programs, as well as in the home. This course will help the student become a critical thinker, creative planner, and effective practitioner.

› **SD 803 Promoting Literacy for Students with High Incidence Disabilities (3 hrs.)**

The focus of this course is to provide candidates with the background knowledge, current research, and instructional design that make up a literacy program. The course content will cover the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, math and other content areas; and includes the

principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.

› **SD 808 Supervised Practice, High Incidence- Elementary II (3 hrs.)**

(Prerequisite, permission of instructor.) This course provides organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

› **SD 809 Supervised Practice, High Incidence-Secondary II (3 hrs.)**

(Prerequisite, permission of instructor.) This course provides organized observation and instruction of the student with special needs in various learning situations. Candidates will participate in activities associated with the role of a professional educator.

› **SD 820 Assessment in Schools (3 hrs.)**

This course is a survey of the broad spectrum of psychological tests used in the assessment of human potential and functioning. The focus is on the nature, use, and interpretations of various methods of evaluation with specific reference to measurement in the areas of aptitude, achievement, interest, personality, and intelligence. Analyzing data and the interpretation of test results is a major emphasis.

**SD 899 Special Education Capstone Course\* (3 hrs.)**

The High Incidence Special Education Capstone is the culminating course completed by students seeking the master's degree in the High Incidence Special Education Program. The Capstone will integrate the knowledge gained from previous program courses by having students produce a final portfolio. The course will provide a series of assignments to support students as they develop their final portfolio. The final portfolio will be an applied one demonstrating the students' mastery of educational theory and pedagogical skills. Additionally, the final portfolio must align knowledge from previous coursework with the students' current or anticipated professional responsibilities as special education teachers or as educational professionals in other roles (e.g., general education teachers) who will be working with students with high incidence disabilities. Students will deliver a public demonstration of the final portfolio at the end of the Capstone semester.

**Prerequisites:**

To be eligible to take the Capstone course, students must have:

- Submitted an application to take the Capstone course that a) has been approved by the student's advisor and b) includes the identification of a Capstone project
- Completed all of the High Incidence Program Endorsement Courses with a grade of B or higher\*
- **Capstone Course Application Form: Contact Erin Tuttle at [etuttle@emporia.edu](mailto:etuttle@emporia.edu) or 620-341-5028**

**\*The Capstone is completed during a student's last or second-to-last semester. It is possible to complete up to two other courses while taking the Capstone course.**

## **CERTIFICATE IN AUTISM SPECTRUM DISORDERS**

### **Program Overview**

The Teachers College at Emporia State University offers a graduate certificate program in Autistic Spectrum Disorders (ASD). This interdisciplinary online program helps professionals who work with persons with ASD and their family members develop the knowledge and skills needed to do so effectively.

The ASD graduate certificate requires 12 graduate credit hours. It can be completed either independent from or as a part of a master's degree. The program is designed for the following professionals:

1. Education (e.g., early childhood, general or special education)
2. Counseling (e.g., rehabilitative counseling, school counseling)
3. Psychology (e.g., school psychology)
4. Art therapy

Family members of persons with ASD who meet the program admissions requirements may also complete the program.

### **Admission Requirements**

1. Undergraduate (baccalaureate) degree in a related field of study from an accredited college or university.
2. Admission to Emporia State University for graduate study.
3. Complete the online application form at: <https://www.emporia.edu/graduate-school/admissions-costs/graduate-school-admissions-requirements/>
4. Pay application fee following the directions on the application form.
5. Submit official transcripts from each institution you have attended to the following address:

Graduate School, Campus Box 4003  
Emporia State University  
1 Kellogg Circle  
Emporia, KS 66801-5415

### **Advising and Plan of Study**

Each student will be assigned an advisor in the student's main area of interest, background, or specialization. The advisor and student will develop a plan of study including courses to be taken. This plan of study will be submitted for approval by the director(s) of the ASD program, and then forwarded for approval by the appropriate department chair.

### **Certificate Completion**

Completion of all courses in the student's plan of study will result in award of the graduate certificate in Autistic Spectrum Disorders. The student will receive a certificate from the university.

### **Contact Information**

For more information please contact Dr. Marj Bock at [mbock1@emporia.edu](mailto:mbock1@emporia.edu)

### **Certificate in Autistic Spectrum Disorders Courses**

#### **Required Courses (6 credit hours)**

SD 760	Strategies for Students with Autism Spectrum Disorders	3 hrs
RE 730	Medical Aspects of Disability	3 hrs

#### **Elective Courses (6 credit hours from the following)**

SD 805	Advanced Behavioral Interventions	3 hrs
SD 720	Assistive Technology	3 hrs
RE 732	Psychosocial Development and Disability	3 hrs
CE 702**	Behavior Analysis, Art & Play with the Child with Autism	3 hrs
PY 851	Seminar in Behavior Modification	3 hrs
PY 722	Theories of Learning	3 hrs
SD 703	Special Topics in Special Education	3 hrs

\*\*This course is offered through the Art Therapy program.



## **Course Scheduling**

### **Fall**

PY 722	Theories of Learning	3 hrs
SD 703	Special Topics in Special Education	3 hrs
SD 760	Strategies for Students with Autism Spectrum Disorders	3 hrs
RE 730	Medical Aspects of Disability	3 hrs

### **Spring**

SD 805	Advanced Behavioral Interventions	3 hrs
SD 720	Assistive Technology	3 hrs

### **Summer**

RE 732	Psychosocial Development and Disability	3 hrs
CE 702	Behavior Analysis, Art & Play with the Child with Autism	3 hrs
PY 851	Seminar in Behavior Modification	3 hrs

## **Course Descriptions**

### **› SD 760 Strategies for Students with Autism Spectrum Disorders (3 hrs)**

This course will provide the candidate with descriptions and applications of methods and strategies for teaching students with autistic spectrum disorders. Candidates will participate in a variety of activities to demonstrate knowledge and skills to meet the academic, social, and behavioral needs of learners in primary through secondary levels. Candidates will learn educational programming techniques, implementation, and evaluation of appropriate interventions in a variety of roles including consultation and co-teaching.

### **› RE 730 Medical Aspects of Disability (3 hrs)**

Provides medical information about disabling conditions and introduces students to medical terminology. Includes knowledge of the etiology, prognosis, methods of treatment, effects of disabling conditions and implications for the rehabilitation professional. Relationships of other health related personnel to medical services and comprehensive rehabilitation are also emphasized.

› **SD 805 Advanced Behavior Interventions (3 hrs)**

(Prerequisites; SD 802 or PY 851) This course provides a practical guide to experienced teachers, teachers-in-training, parents, and paraprofessionals for applying behavior management techniques both in general and special educational settings and in the home. The course focuses on the principles of behavior management and their application in the educational programs, as well as in the home.

› **SD 720 Assistive Technology (3 hrs)**

The purpose of this course is to explore the use of assistive technology to meet the needs of students with exceptionalities and in the rehabilitation process. The course will address assistive technology assessment procedures, differentiating instruction using assistive technology, using assistive technology for students to compensate for their disabilities, assessing the effectiveness of assistive technology, addressing the need for assistive technology through the I.E.P. process, and applying assistive technology to daily living skills and rehabilitation goals.

› **RE 732 Psychosocial Development and Disability (3 hrs)**

This course focuses on understanding the psychosocial process involved in adjusting to disability. The major characteristics of disability that impact adjustment will be explored as well as stage theories typically cited when referencing the adjustment to disability. Social, environmental, and political factors that impact how persons with disabilities are viewed in society will be discussed. A developmental approach will be taken as life stages will be explored. The impact that disability has on personality development, sexual functioning, families, and social functioning will also be covered.

› **CE 702 Behavior Analysis, Art, and Play with the Child with Autism (3 hrs)**

This course concentrates on the use of Applied Behavior Analysis, Creative Arts Therapies, and Play Therapy with individuals with diagnoses on the Autism Spectrum. Additionally it will explore the history of these disciplines, their application to working with individuals with Autism and combinational use of these techniques. This course is a broad overview and will not qualify students as practitioners of any of the disciplines, however it will provide students with tools that can be used in their professional interaction with individuals with Autism.

› **PY 851 Seminar in Behavior Modification (3 hrs)**

The course concentrates on the history, principles, procedures and applications of behavior management techniques to settings such as schools, homes, day-care centers, hospitals, businesses and industry. Additionally, functional behavioral assessment, behavioral intervention plans, outpatients applications and self-management techniques are included.

› **PY 722 Theories of Learning (3 hrs)**

The major theories of learning are analyzed, compared, and evaluated in light of current research.

› **SD 703 Special Topics in Special Education (3 hrs)**

(A sub-title will be assigned for each special topic offered.) The course will be taught on demand to provide in-depth consideration of specialized topics and current issues in Special Education.