INTRODUCTION

The Department of Special Education at California State University, Fullerton provides exemplary preparation for special education candidates, general education teachers clearing the preliminary credential and persons interested in improving techniques to work with at-risk children. The faculty in the Department of Special Education are nationally recognized for their contributions in the field of Special Education. Credential programs in Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education are available. Additionally, authorizations are available for Resource Specialist, Early Childhood Special Education and Autism. Candidates can earn a master’s degree in any of the above areas. The Department of Special Education provides a program that is nationally accredited (NCATE) in addition to meeting the California Commission on Teacher Credentialing (CCTC) requirements. The department takes pride in meeting the Council for Exceptional Children (CEC) recommended program standards. The department offers full and part-time programs.

The Department of Special Education is strongly committed to a conceptual knowledge and skill based framework soundly integrated with the philosophies of the university, school and division.

The University Mission, College Philosophy and Department theme emphasize the active, social nature of learning, the interconnections among ways of learning, the dispositions of inquiry and the relationship to the larger diverse society. The refined mission and marks indicate the department is substantive and technical, theoretical and practical, realistic and entrepreneurial.

LEARNING GOALS AND STUDENT LEARNING OUTCOMES

The following goals and learning outcomes have been established for students pursuing a degree in special education:

Knowledgeable and competent specialists

- Demonstrate a strong foundation in subject matter knowledge or field of study
- Demonstrate a strong understanding and implementation of pedagogical skills or skills in chosen field
- Use technology as a resource

Reflective and responsive practitioners

- Promote diversity
- Make informed decisions
- Engage in collaborative endeavors
- Think critically
Committed and caring professionals
- Be agents for change
- Maintain professional and ethical standards
- Become lifelong learners

APPLICATION DEADLINES
The deadlines for completing all online applications are Feb. 28 for the fall semester and Sept. 30 for the spring semester. Mailed applications need to be postmarked by the same deadlines. However, deadlines may be changed based upon enrollment projections.

ADMISSION REQUIREMENTS
Students must meet the CSU requirements for admission to a master's degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, the following are required:
- University graduate application (csumentor.edu)
- Department of Special Education application (ed.fullerton.edu/adtep)
- Four letters of recommendation
- Letter of intent, including education philosophy, purpose statement (This is the same as an autobiography)
- Overall, or last 60 units, grade point average of 2.75 for credential programs; 3.0 for Master of Science Program
- Certificate of Clearance
- U.S. Constitution verification
- Passage of the California Subject Examinations for Teachers (CSET) of the National Teacher Examination (PRAXIS) or completion of the single subject preparation program or completion of any single subject competency examination approved by the state (for Mild/Moderate, Moderate/Severe program candidates only)
- Completion of the California Basic Education Skills Test (CBEST) (all candidates)
- Satisfactory completion of prerequisite courses:
  - SPED 371 (all candidates)
  - SPED 425 (all candidates)
  - SPED 322 (all candidates)
  - Nine units of child development coursework (for early childhood candidates only)
  - Field experience with typically developing students (for all programs)
  - Faculty interview

For further information please call the Admissions Assistant at 657-278-4196.

EDUCATION SPECIALIST CREDENTIALS
Programs leading to three Education Specialist credentials are available. They are:
- Specialist credential to teach persons with mild/moderate disabilities, including specific learning disabilities, mild mental retardation and other health-impaired and emotional disturbance (Mild/Moderate)
- Specialist credential to teach persons with moderate/severe disabilities, including severely developmentally disabled, mental retardation, multi-handicapped, emotionally disturbed and children with autism (Moderate/Severe)
- Specialist credential to teach infants, toddlers and preschool children with disabilities (Early Childhood Special Education)

MILD/MODERATE AND MODERATE/SEVERE CREDENTIAL
Preliminary
- SPED 322 Introduction to Positive Behavior Support (3)
- SPED 371 Exceptional Individual (3)
- SPED 401 Introduction to Autism (3)
- SPED 421 Working with Families of Individuals with Disabilities (3)
- SPED 425 Language and Culture for special Populations (3)
- SPED 429 Introduction to Collaboration and Consultation (3)
- SPED 432 Special Ed Curriculum and Instruction in the General Education (3)
- SPED 433 Language Arts and Reading Instruction in the Public Schools (3)
- SPED 463 Characteristics of Individuals with Mild/Moderate Disabilities (3)
  OR SPED 464 Characteristics of Individuals with Moderate/Severe Disabilities (3)
- SPED 482A Curriculum and Methods for Individuals with Mild/ Moderate Disabilities (3)
  OR SPED 482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)
- SPED 488 Fieldwork for Special Educators in the K-8 General Education Classroom (3)
- SPED 489A Directed Teaching in Special Education (A) (6)
  OR SPED 489B Directed Teaching in Special Education (B) (6)
- SPED 520 Assessment in Special Education (3)
- SPED 522 Positive Behavior Support (3)

Clear
- SPED 531 Seminar: Individuals with Moderate/Severe Disabilities (3)
  OR SPED 532 Seminar: Individuals with Mild/Moderate Disabilities (3)
- SPED 551 Bilingual/Multicultural Special Education (3)
SPED 533 Seminar: Issues and Trends in Collaborative/Consultative Services (3)

Electives (3 units), which may include:
SPED 502 Teaching Students With Autism (3)
SPED 504 Advanced Proficiency in Educational Technologies (3)
SPED 584 Transition, Vocation and Careers Over the Lifespan (3)

EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIAL

Preliminary
SPED 322 Introduction to Positive Behavior Support (3)
SPED 371 Exceptional Individual (3)
SPED 400 Early Childhood Special Education (3)
SPED 401 Introduction to Autism (3)
SPED 421 Working with Families of Individuals With Disabilities (3)
SPED 425 Language and Culture for special Populations (3)
SPED 429 Introduction to Collaboration and Consultation (3)
SPED 436 Literacy for Early Childhood Special Education Specialists (3)
SPED 482C Curriculum, Methods and Intervention in Early Childhood Special Education (3)
SPED 489C Directed Teaching in Special Education (C) (3)
SPED 489D Directed Teaching in Special Education (D) (6)
SPED 514 Infant Assessment and Intervention (3)
SPED 515 Preschool Assessment and Intervention (3)
SPED 522 Positive Behavior Support (3)

Clear
SPED 551 Bilingual/Multicultural Special Education (3)
SPED 553 Seminar: Issues and Trends in Collaborative/Consultative Services (3)

535 Advanced Seminar: Early Childhood Special Education (3)

Electives (3), which may include:
SPED 502 Teaching Students With Autism (3)
SPED 504 Advanced Proficiency in Educational Technologies (3)
SPED 584 Transition, Vocation and Careers Over the Lifespan (3)

SPECIAL EDUCATION UNIVERSITY INTERNSHIP

The department currently has a two-year internship program designed to offer support to teachers on the job in local school districts. Interns receive systematic support, guidance and feedback from both the participating school districts and from university faculty and staff.

Prerequisites
- Letter from school district providing starting date of employment for internship
- Completion of Intern Credential application (pick up in the Credential Center, College Park 740)
- Acceptance into the Special Education program, including completion of department prerequisite coursework (SPED 322, 371, 425)
- Intern program prerequisites (SPED 421 and 400/463/464)
- Special program features include: (1) an emphasis on effective teaching strategies in reading and mathematics; and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom

MASTER OF SCIENCE IN EDUCATION (30 UNITS)
SPECIAL EDUCATION CONCENTRATION

This program is designed to prepare graduate students to critically analyze and evaluate empirically based research; theoretical constructs and philosophical foundations; and historical, psychological and sociological issues related to the education of individuals with disabilities. It focuses on analysis and interpretations of policy as related to curriculum, pedagogy and methodology. Specific emphasis is offered in the areas of Early Childhood Special Education, Collaborative-Consultation, Mild/Moderate Disabilities, and Moderate/Severe Disabilities.

Admission to Graduate Standing – Conditionally Classified

Students must meet the CSU requirements for admission to a master’s degree program. Please consult the Graduate Admissions section in this catalog for complete information. In addition, applicants must have earned a grade-point average of at least 3.0 in the last 60 semester units attempted.

Graduate Standing – Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing:
- Grade-point average of 3.0 or better in all previous academic and related work
- An approved major
- Completion of SPED 371 Exceptional Individual
- Satisfactory interview and autobiography
- Development of a study plan approved by the Special Education Department’s graduate program adviser and the Associate Vice President, Academic Programs (Graduate Studies Office)
Study Plan

**Prerequisite (1 unit)**
SPED 501 Introduction to Graduate Studies (1)

**Core Classes (12 units)**
SPED 510 Research Methods and Statistics (3)
SPED 522 Positive Behavior Support (3)
SPED 551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction (3)
SPED 586 Curriculum Issues in Special Education (3)

**Concentration (12 units)**
SPED 504 Advanced Proficiency in Educational Technologies (3)
SPED 515 Preschool Assessment and Intervention (3)
OR SPED 520 Assessment in Special Education (3)
SPED 529 Collaborative and Consultative Seminar (3)
SPED 530 Graduate Seminar in Giftedness and Creativity (3)
OR SPED 531 Seminar: Individuals with Moderate/Severe Disabilities (3)
OR SPED 532 Seminar: Individuals with Mild/Moderate Disabilities (3)
OR SPED 535 Advanced Seminar: Early Childhood Special Education (Web Class) (3)

**Electives (3 units)**
Any 500-level adviser-approved elective courses. Candidates opting for the Project (SPED 597) or thesis (SPED 598) must take SPED 599 as their elective.

**Culminating Experience (3 units)**
SPED 595 Culminating Seminar in Special Education (3)
OR SPED 597 Project (3)
OR SPED 598 Thesis (3)

**RESOURCE SPECIALIST CERTIFICATE OF COMPETENCY**
The curriculum for the Resource Specialist certificate of competency is designed to prepare candidates, who have approved entry-level skills and professional preparation, assume the role as resource specialists in programs serving special education students. The certificate program meets the competencies set forth by the California Commission on Teacher Credentialing as well as additional standards deemed appropriate by the faculty of the Department of Special Education, other university personnel and community advisory board members. Students desiring this certificate without enrolling for a degree or credential should apply for admission to the university as post baccalaureate with a Resource Specialist objective.

**Prerequisites**
- A 3.0 grade-point average in teacher presentation coursework
- Passage of the California Basic Education Skills Test (CBEST)
- Evidence of multiple subject or single subject credential
- Appropriate Advanced Specialist Credential in Special Education. (Learning Handicap or Severe Handicap). Students should contact a department adviser prior to initiating a program for the R.S.P. Certificate

*Note:* Verification of three years of successful teaching involving regular class and special education experience is necessary before the certificate will be granted.

**EARLY CHILDHOOD SPECIAL EDUCATION AUTHORIZATION**
This fifth-year professional certificate program is designed to meet the standards and competencies adopted by California's Commission on Teacher Credentialing. This two-semester program provides professional training to enable students to teach in Early Childhood Special Education programs for children with special needs ages birth through five years.

*Note:* Only nine units of graduate-level coursework from another institution can be petitioned to fulfill equivalent course requirements in the certificate program and this certificate can only be added to a clear credential.

**Prerequisites**
- Baccalaureate degree in an interdisciplinary field related to Special Education (e.g., Child and Adolescent Development, Nursing, Human Services, Psychology, Kinesiology and degree programs with Adapted Physical Education emphases, etc.)
- Minimum grade-point-average of 2.75
- Background knowledge in typical child development and experience with young children
- Met all Department prerequisites described in this catalog
- Verification of a clear Education Specialist level II Credential

**Study Plan**

**Core Requirements (21 units)**
SPED 400 Early Childhood Special Education (3)
SPED 421 Working with Families of Individuals with Disabilities (3)
Adviser-approved Directed Teaching in Special Education Course (6)
SPED 514 Infant Assessment and Intervention (3)
SPED 515 Preschool Assessment and Intervention (3)
SPED 535 Advanced Seminar: Early Childhood Special Education (Web Class) (3)
Electives

The nine elective units must meet the following criteria: (1) courses will have to diversify and expand upon the student’s previous higher education coursework or degree program; and (2) all selected coursework will have to be approved by the student’s program adviser.

SPECIAL EDUCATION COURSES

Courses are designated as SPED in the class schedule.

110 The Teaching Experience: Exploration (2-3)
(Same as EDSC 110)

209 Overview of Paraprofessional Roles and Responsibilities (3)
Overview of paraprofessional roles including legal, instruction and behavioral. Train to work as teaching assistants. (10 hours fieldwork required)

211 Classroom Practices for Diverse Learners (3)
Prerequisite: SPED 209. Paraprofessionals will be prepared in classroom/community practices for diverse learners. Topics will include literacy, language, assessment and behavior support. (10 hours fieldwork required)

250 Disabilities: The Movies and the Media (3)
Critical overview of issues related to prejudice, misperceptions and stereotypes of individuals with disabilities. Opportunity to view numerous contemporary films and videos on persons with disabilities.

304 Educational Technologies for Secondary Teachers (3)
(Same as EDSC 304)

322 Introduction to Positive Behavior Support (3)
Basic theory and technology of applied behavior analysis as it applies to individual, class-wide and school-wide positive behavior support. Assessment and evaluation of school and classroom environments in terms of how events and conditions support behavior. Serves as a prerequisite to SPED 522.

371 Exceptional Individual (3)
Overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. Opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society. One or more sections offered on-line.

400 Early Childhood Special Education (3)
Prerequisite: CAS 325A or equivalent course in normal infant and early childhood development. Provides characteristics of young children ages birth-five years with disabilities, developmental delays and those “at risk” for developmental delays. Rationale for early intervention and preschool programs, program models and service delivery approaches will be presented. One or more sections offered online.

401 Introduction to Autism (3)
Introduction to the field of autism. Foundations and characteristics of autism spectrum disorders (ASD) and up-to-date evidence-based best practices for teaching students with ASD.

410 Research Methods and Statistics for Teachers (3)
Prerequisite: Education Specialist (Preliminary) Credential. Introduce basic knowledge and skills necessary to effectively understand and apply research. Commonly used research methods and statistical procedures employed in educational research. Offered online only. Not available for use on a graduate study plan.

411 Mainstreaming (3)
Assists implementation of the “Least Restrictive Environment” placement requirement of Individuals with Disabilities Education Act (IDEA). Techniques and strategies to modify general education classrooms to accommodate all students with ability differences.

421 Working with Families of Individuals with Disabilities (3)
Prerequisite: SPED 371. Characteristics of family systems; functional assessment of family needs, concerns and priorities. Effective communication, collaborative skills and identification of community resources. One or more sections offered online.

425 Language and Culture for Special Populations: Foundations of Culture and Language and the IEP (3)
Prerequisite/pre-service class for Special Education Credential program; may be taken concurrently with SPED 322, 371. Language and culture for special populations. Foundations and characteristics of bi-cultural English learners who also have disabilities, and presents most current, evidence-based practices for assessing and teaching this population. One or more sections offered online.

429 Introduction to Collaboration and Consultation (3)
Corequisite: SPED 488. Supports beginning education specialists in ways that will foster life-long learning and a successful career in teaching. Includes training in skills that promote collaboration with colleagues and successfully including students with special needs into general education environments when appropriate.

430 Foundations in School Teaching (3)
(Same as EDEL 430)

432 Special Ed Curriculum and Instruction in the General Education (3)
Prerequisites: admission to Special Ed Credential Program, SPED 322, 371, 425. Emphasizes education students with disabilities in general education, while learning standards, field-based learning, problem solving, direct instruction and accommodations/modifications designed for K-12 mathematics and science teaching in inclusive settings.
433 Language Arts and Reading Instruction in the Public Schools (3)  
(Same as EDEL 433)

434 Methods and Inquiry for Teaching English Learners (2)  
(Same as EDEL 434)

435 Mathematics Curriculum and Instruction in Elementary School Teaching (2)  
(Same as EDEL 435)

436 Literacy for Early Childhood Special Education Specialists (3)  
Prerequisite: SPED 371. Basic principles of and teaching techniques for emergent literacy in reading, writing and verbal and non-verbal communication for children with disabilities birth to age five. Not available for graduate degree credit. Credit/No Credit Only.

437 Social Studies Curriculum and Instruction in Elementary School Teaching (2)  
(Same as EDEL 437)

438 Supervised Fieldwork in Elementary Teacher Education (1-2)  
(Same as EDEL 438)

439 Student Teaching in the Elementary School (5-14)  
(Same as EDEL 439)

450 Visual and Performing Arts Methods: Art, Dance, Drama and Music (1)  
(Same as EDEL 450)

451 Community, School and Classroom Issues (1)  
(Same as EDEL 451)

452 P.E., Health and Mainstreaming Education (1)  
(Same as EDEL 452)

453 Teaching Performance Assessment Support (1)  
(Same as EDEL 453)

462 Practices and Procedures in Special Education (3)  
Prerequisite: SPED 371. Critically examines current laws, educational implementation and related practices in Special Education from birth through 21 years. Issues of multiculturalism; non-discriminatory assessment, curriculum and instructional strategies; federal, state and community resources. One or more sections offered online.

463 Characteristics of Individuals with Mild/Moderate Disabilities (3)  
Prerequisites: SPED 371. In-depth examination of individuals with diverse cognitive, social-emotional and physical characteristics and their educational needs. Offered as online only.

464 Characteristics of Individuals with Moderate/Severe Disabilities (3)  
Prerequisite: SPED 371. In-depth examination of individuals with diverse cognitive, social-emotional, behavioral and physical characteristics and their educational needs. One or more sections offered online.

482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)  
Prerequisite: SPED 488 or equivalent. Curriculum development, instructional methodology and materials for teaching individuals with mild/moderate disabilities. Instructional strategies permitting access to the Core curriculum.

482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)  
Prerequisite: SPED 488 or equivalent. Curriculum development, instructional methodology and materials for teaching individuals with moderate/severe disabilities. Functional academics, life skills and adaptations to Core curriculum.

482C Curriculum, Methods and Intervention in Early Childhood Special Ed (3)  
Prerequisite: SPED 400. Corequisites: SPED 489D, 515, 522. Early childhood special education foundations course focusing on very young children, birth to five years, in curriculum development, instructional planning, designing engaging room environments, technology applications and intervention.

488 Fieldwork for Special Educators in the K-8 General Education Classroom (3)  

489A Directed Teaching in Special Education (A) (6)  
Prerequisite: SPED 488 or equivalent. Directed teaching in department-approved Mild/Moderate placement to meet California’s Mild/Moderate credential requirements. Credit/No Credit only.

489B Directed Teaching in Special Education (B) (6)  
Prerequisites: SPED 488 or equivalent. Directed teaching in department-approved Moderate/Severe or early childhood placement to meet California’s Moderate/Severe or early childhood special education credential requirements. Credit/No Credit only.
489C Directed Teaching in Special Education: Infants and Toddlers (6)
Prerequisites: SPED 514 or concurrent enrollment, and admission to credential program. Supervised practice field/clinical experience with exceptional individuals ages birth to three years related to skills and competencies specified for the completion of university or state-approved endorsements or certificates. May be repeated for credit. Credit/No Credit only.

489D Directed Teaching in Special Education: Preschool (6)
Prerequisites: SPED 400. Corequisites: SPED 482C, 515, 522. Supervised practice field/clinical experience with exceptional individuals ages 3-5 years related to skills and competencies specified for the completion of university or state-approved endorsements or certificates. May be repeated for credit. Credit/No Credit only.

490 Field Studies: Special Education (3)
Prerequisites: SPED 371 or 400 and consent of department chair. Supervised practicum/field or clinical experience with exceptional individuals related to skills and competencies specified for the completion of university- or State-approved endorsements or certificates. May be repeated for credit. Credit/No Credit only.

496 Senior Educational Practicum (3)
Prerequisites: approval by department chair and instructor. Provides for an advanced level of educational practicum within school and/or agency settings.

499 Independent Study (3)
Prerequisites: senior or graduate standing, department chair approval and consent of instructor. Supervised individual studies under the direction of faculty member. Experimental, research or creative projects.

501 Introduction to Graduate Studies (1)
Offered online only. (Same as EDSC 501)

502 Teaching Students With Autism (3)
Prerequisite: SPED 401. Overview of evidence-based strategies and methodologies for teaching students with Autism Spectrum Disorders.

504 Advanced Proficiency in Educational Technologies (3)
(Same as EDSC 504)

510 Research Methods and Statistics (3)
Prerequisites: SPED 501, 520, 530, 531; 532 or 535. Educational research methodology and statistics. Considers various methods of education research, formulation of research hypotheses, and preparation of research documents. Understanding descriptive and inferential statistics in educational research. Offered online only.

514 Infant Assessment and Intervention (3)
Prerequisite: SPED 400. Transdisciplinary model for assessment of infant birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

515 Preschool Assessment and Intervention (3)
Prerequisite: SPED 400. Corequisites: SPED 482C, 489D, 522. Assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into pre-school special education program planning will also be discussed.

520 Assessment in Special Education (3)
Prerequisite: SPED 488 for redential students; SPED 501 for master’s students. Critically examines application of measurement and data analysis in the K-12 classroom.

522 Positive Behavior Support (3)
Prerequisite: SPED 488 or equivalent. Developing an educational approach to supporting positive behaviors in the classroom and community. Regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel. One or more sections offered online.

528 Advanced Special Education Seminar: Curriculum, Assessment and Instructional Management (3)
Prerequisite: SPED 463 or 464. Collaborative and consultative strategies and techniques for delivering direct and indirect services to individuals with disabilities in a continuum of settings.

529 Collaborative and Consultative Seminar (3)
Prerequisites: SPED 463, 464 and/or Level I preliminary specialist credential. Training in staff development, theory and communication skills needed to work with decision-making groups. Candidates design state mandated induction plan for professional growth.

530 Graduate Seminar in Giftedness and Creativity (3)
Prerequisite: SPED 463. Varieties of higher cognitive functioning and those characteristics or performances described as creativity. Ways to enhance skills in analysis, synthesis, evaluation, creative problem solving and divergent productions.

531 Seminar: Individuals with Moderate/Severe Disabilities (3)
Prerequisites: SPED 371, 464 recommended or equivalent and SPED 482B. Analyzes selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends. One or more sections offered online.
532 Seminar: Individuals with Mild/Moderate Disabilities (3)
Prerequisites: SPED 371, 463 recommended or equivalent and SPED 482A. Analyzes selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

533 Seminar: Issues and Trends in Collaborative/Consultative Services (3)
Prerequisites: SPED 510, 529, 586, 599 and candidate must be in final semester of Level II education specialist program. Contemporary research and practices as they apply to collaborative and consultative services in school and agency settings.

535 Advanced Seminar: Early Childhood Special Education (3)
Prerequisites: Level I; SPED 400, 514, 515. Theoretical bases, research related to assessment and service delivery approaches and current issues and trends in early childhood intervention.

551 Bilingual/Multicultural Special Education: Assessment, Curriculum and Instruction (3)
Prerequisite: SPED 434. Prepares teachers to teach special needs students who come from culturally and linguistically diverse backgrounds. Curriculum development, assessment practices and review of instructional needs. One or more sections offered online.

584 Transition, Vocation and Careers Over the Lifespan (3)
Prerequisites: SPED 371 or 411; and SPED 529; for online section, technology specified on department’s website. Development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood. One or more sections offered online.

586 Curriculum Issues in Special Education (3)
Prerequisites: graduate status and consent of instructor; SPED 510, 531; 532 or 535. Philosophical, social, economic and educational issues which underlie decision-making with respect to curriculum and methods in special education.

595 Culminating Seminar in Special Education (3)
Prerequisites: completion of all master’s courses on study plan. Graduate capstone seminar for qualified candidate preparing for the comprehensive examination that is designed to assess competencies in the field of special education.

596 Advanced Research Seminar (3)
Prerequisites: SPED 530, 531, 532 or 535; SPED 510; 520; 522. Builds upon material learned in SPED 510 Research Methods and Statistics; further explores inferential and descriptive statistics, use of statistical applications such as SPSS, qualitative data analysis and help in developing scholarly writing in order to complete one or more chapters of the project or thesis. Course may be repeated once for credit.

597 Project (3)
Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (3)
Prerequisite: consent of instructor. Conducts individual research; conferences with the instructor culminating in a thesis.

599 Independent Graduate Research (3)
Prerequisite: consent of instructor. Independent inquiry. For qualified graduate students.