Special Education

Our mission is to prepare educators to work with children, youth and adults with disabilities to be academically and socially successful lifelong learners. The department offers comprehensive degree programs that blend pedagogy and practices across developmental, specific content, and exceptionality to prepare educators to work with individuals at-risk and those with disabilities. In addition, the department offers comprehensive programs within exceptionalities, curriculum development for learners with disabilities, policy, and research across the lifespan.

Contact us:
303 Townsend Hall
Columbia, MO 65211
phone: 573-882-3742
email: sped@missouri.edu
website: http://education.missouri.edu/special-education

Dr. Erica Lembke
Professor & Department Chair
e-mail: LembkeE@missouri.edu

For Graduate questions Contact:
Dr. Delinda van Garderen
Professor and Director of Graduate Studies
e-mail: vangarderend@missouri.edu

Faculty
Associate Professor R. McCathren*, C. Rose**
Assistant Professor C. Clay*, K. O'Connor*, J. Rodrigues
Assistant Research Professor H. Hatton, B. Mitchell, J. Randolph*
Assistant Teaching Professor L. Goran, K. Morris
Professor Emeritus J. E. Leigh
Associate Professor Emeritus M. Pullis
Assistant Professor Emeritus S. Huntze

• Graduate Faculty Member - membership is required to teach graduate-level courses, chair master's thesis committees, and serve on doctoral examination and dissertation committees.
• Doctoral Faculty Member - membership is required to chair doctoral examination or dissertation committees. Graduate faculty membership is a prerequisite for Doctoral faculty membership.

Undergraduate

• BSEd in Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/bsed-special-education)
  • with emphasis in Cross Categorical Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/bsed-special-education-cross-categorical)

The requirements for the Bachelor of Science in Education in Education are specified in three areas: University general education (http://catalog.missouri.edu/academicdegreerequirements/generaleducationrequirements), professional education and a teaching major. All students preparing to be teachers in early childhood, elementary, special education, middle or secondary schools, regardless of the major field, are required to complete the University general education program. Students transferring from other institutions are required to fulfill the equivalencies of these courses.

Graduate

• MA in Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/ma-special-education)
  • with emphasis in Special Education, General (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/ma-special-education-emphasis-general)
• MEd in Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education)
  • with emphasis in Autism (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-autism)
  • with emphasis in Behavior Disorders (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-behavior-disorders)
  • with emphasis in Combined Early Childhood and Autism (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-comb-early-child-autism)
  • with emphasis in Cross-Categorical, Certification (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-cross-cat-cert)
  • with emphasis in Early Childhood Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-early-childhood-special-ed)
  • with emphasis in Gifted Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-gifted-ed)
  • with emphasis in Learning Disabilities (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-learning-disabilities)
• EdSp in Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/edsp-special-education) (not accepting applications)
• PhD in Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/phd-special-education)
  • with emphasis in Administration and Supervision of Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/phd-special-education-admin-supervision-spec-ed) (not accepting applications)
  • with emphasis in Behavior Disorders (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/phd-special-education-behavior-disorder)
  • with emphasis in Early Childhood Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/phd-special-education-early-child-spec-ed)
• with emphasis in Learning Disabilities (http://
catalog.missouri.edu/undergraduategraduate/collegeofeducation/
specialeducation/phd-special-education-learning-disability)

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Director of Graduate Studies: Delinda Van Garderen

About Special Education Graduate Programs

We strive to prepare educators to assist children, youth and adults with disabilities to be academically and socially successful life-long learners. Our faculty are consistently recognized — internationally and across the U.S. — for their individual and collaborative teaching and research excellence. The department’s unique mix of faculty expertise areas creates a wide range of opportunities for students and researchers. Special Education hosts or co-hosts several state and federally supported training, demonstration and research projects, including the following three centers that focus on facilitating positive developmental outcomes for children and youth with disabilities:

• Center for School-Wide Positive Behavioral Supports
• Center for Adolescent Research in Schools
• Thompson Center for Autism and Neuro-developmental Disorders

Areas of Study

Students pursuing a master’s degree may pursue course work in autism, behavior disorders, early-childhood special education, general special education, gifted education, or learning disabilities.

Doctoral student may study in areas such as behavior disorders, early-childhood special education, general special education, or learning disabilities.

Careers

Undergraduate and graduate programs prepare teachers and leadership personnel in the field of special education. Program graduates assume roles as teachers in a variety of educational settings, as consulting teachers, college professors, researchers, school administrators and leaders in state and federal governmental agencies. Programs meet students’ needs and interests within the framework of the requirements of each specific degree and state certification guidelines.

SPC_ED 3100: Applied Behavior Analysis and Autism

Students will learn the behavioral principles and techniques currently employed to help children with autism acquire functional language, appropriate social behavior, and general academic and living skills as well as decrease problematic behaviors. The objectives of this course are to:
1) To identify and describe key features of applied behavior analysis (ABA), particularly as it applies to intervention for children with autism.
2) To identify and describe key issues in curricular design, program development, and evidence-based interventions in autism.
3) To become familiar with key outcome research in behavioral interventions for children with autism.
4) To become familiar with key research on language, social skills, self-help skills, and problem behavior reduction as these areas relate to the behavioral treatment of autism.

Credit Hours: 3

SPC_ED 4020: Teaching the Exceptional Learner

Teaching the Exceptional Learner addresses topics in the foundations of pedagogy for students with disabilities in inclusive settings, including the roles and responsibilities of the general educator and related service personnel with respect to special education law and policy, behavior management, universal design for learning, and evidence-based practices. Graded on A-F basis only.

Credit Hours: 3

Recommended: Progression into Phase II

SPC_ED 4300: Introduction to Special Education

Introductory overview of the field of special education; historical developments, characteristics of special populations, and compliance with state and federal regulations.

Credit Hours: 3

SPC_ED 4310: Behavioral Management for Exceptional Students

Study of classroom management and applied behavior analysis strategies. Focus on teacher as decision-maker in the design, implementation, evaluation of individual and group management programs.

Credit Hours: 3

Prerequisites: SPC_ED 4300

SPC_ED 4320: Assessment and Evaluation in Special Education

Procedures and instruments used in the assessment of individual with disabilities, including standardized and non-standardized measures of intellectual ability, academic achievement, oral language, social/emotional behaviors, career/vocational needs.

Credit Hours: 3

Prerequisites: SPC_ED 4300

SPC_ED 4325: Language Development of Exceptional Students

Study of language and communication issues and disorders in special education; normal and atypical language development; language assessment and intervention models and programs.

Credit Hours: 3

Prerequisites: SPC_ED 4300

SPC_ED 4330: Collaboration and Consultation in Special Education

Study of communication, problem-solving, collaboration strategies. Application of strategies to work with exceptional students, their families, other professional members of interdisciplinary, interagency teams.

Credit Hours: 3

Prerequisites: SPC_ED 4300

SPC_ED 4370: Literacy in Special Education

Addresses specific literacy needs of students who are at-risk or have special needs with a focus on assessment and instruction in general education classrooms.

Credit Hours: 3

Prerequisites or Corequisites: SPC_ED 4300
SPC_ED 4371: Literacy in Special Education II
Advanced study in literacy methods and research for students with disabilities. Graded on A-F basis only.

Credit Hours: 3
Prerequisites: SPC_ED 4370 or SPC_ED 7370

SPC_ED 4375: Cross Categorical Special Education
Study of characteristics of students with cross categorical disabilities and other pertinent issues including inclusion, assessment, and evaluation practices.

Credit Hours: 3
Recommended: Admittance to Phase II

SPC_ED 4380: Methods in Cross-Categorical Special Education
(cross-leveled with SPC_ED 7380). This course is designed to provide students with research-based instructional and behavior management methods for use with student with cross-categorical disabilities.

Credit Hour: 3-4
Prerequisites: SPC_ED 4375 and SPC_ED 4940
Recommended: Admittance to Phase II

SPC_ED 4380W: Methods in Cross-Categorical Special Education - Writing Intensive
(cross-leveled with SPC_ED 7380). This course is designed to provide students with research-based instructional and behavior management methods for use with student with cross-categorical disabilities.

Credit Hour: 3-4
Prerequisites: SPC_ED 4375 and SPC_ED 4940
Recommended: Admittance to Phase II

SPC_ED 4390: Methods in Vocational Education for the Disabled and Disadvantaged
(same as LTC_V 4770). Study of legislation, interagency cooperation, curriculum, transition, evaluation/grading role of support personnel. For educators, counselors and administrators working in vocational settings with special needs students and students with disabilities.

Credit Hour: 2-3
Prerequisites: SPC_ED 4300

SPC_ED 4401: Topics in Special Education
In-depth study of certain developments, findings, trends and issues in one or more areas of special education.

Credit Hours: 3

SPC_ED 4500: Science and Social Studies for Struggling Learners
This course will focus on the study of diagnostic and instructional techniques for the teaching of science and social studies. In this course, students will study the characteristics of students who struggle in science and social studies. Students with develop a knowledge base of effective practices for assessment and teaching strategies in science and social studies. Graded on A-F basis only.

Credit Hours: 3
Recommended: Admitted to Phase II in Special Education

SPC_ED 4940: Cross-Categorical Special Education: Practicum I
Involvement in meaningful field-based activities that extend and/or apply content information from SPC_ED 4375.

Credit Hour: 1-4
Prerequisites or Corequisites: SPC_ED 4375
Recommended: Admittance to Phase II

SPC_ED 4941: Practicum in Cross-Categorical II
(cross-leveled with SPC_ED 7941). The purpose of this course is to provide students with experience in applying the content of Special Education 4380 (i.e. assessment and intervention strategies for use with students with cross categorical disabilities). This course may be repeated for credit.

Credit Hour: 2-3
Prerequisites or Corequisites: SPC_ED 4380
Prerequisites: SPC_ED 4375 and SPC_ED 4940

SPC_ED 4972: Capstone Seminar and Portfolio in Special Education
Students in final student teaching internship will meet weekly to examine and compare their internship experiences. Analysis, synthesis, evaluation and problem solving are the focus of the examination of various aspects of pedagogy and experience. Additionally, students will develop and submit for scoring their State mandated certification portfolio.

Credit Hour: 1
Prerequisites: SPC_ED 4981
Recommended: Enrollment in final semester of student teaching internship

SPC_ED 4981: Internship in Special Education
(cross-leveled with SPC_ED 7981). This field experience provides preservice interns a semester-long public school experience where they simultaneously engage in a unique combination of observation and teaching. Through observation, conferencing, reading, discussion, demonstration, and participation, the preservice intern will synthesize the course concepts of the Senior Year On-Site Program (SYOSP). Graded on A-F basis only.

Credit Hour: 4-10
Prerequisites: ED_LPA 4060
Recommended: Admittance to Phase II

SPC_ED 7020: Teaching the Exceptional Learner
Teaching the Exceptional Learner addresses topics in the foundations of pedagogy for students with disabilities in inclusive settings, including the roles and responsibilities of the general educator and related service personnel with respect to special education law and policy, behavior management, universal design for learning, and evidence-based practices. Graded on A-F basis only.

Credit Hours: 3
Recommended: Progression into Phase II

SPC_ED 7300: Introduction to Special Education
Introductory overview of the field of special education; historical developments, characteristics of special populations, and compliance with state and federal regulations.

Credit Hours: 3
SPC_ED 7310: Behavioral Management for Exceptional Students
Study of classroom management and applied behavior analysis strategies. Focus on teacher as decision-maker in the design, implementation, evaluation of individual and group management programs.

Credit Hours: 3
Prerequisites: SPC_ED 4300

SPC_ED 7320: Assessment and Evaluation in Special Education
Procedures and instruments used in the assessment of individual with disabilities, including standardized and non-standardized measures of intellectual ability, academic achievement, oral language, social/emotional behaviors, career/vocational needs.

Credit Hours: 3
Prerequisites: SPC_ED 4300

SPC_ED 7325: Language Development of Exceptional Students
Study of language and communication issues and disorders in special education; normal and atypical language development; language assessment and intervention models and programs.

Credit Hours: 3
Prerequisites: SPC_ED 4300

SPC_ED 7330: Collaboration and Consultation in Special Education
Study of communication, problem-solving, collaboration strategies. Application of strategies to work with exceptional students, their families, other professional members of interdisciplinary, interagency teams.

Credit Hours: 3
Prerequisites: SPC_ED 4300

SPC_ED 7370: Literacy in Special Education
Addresses specific literacy needs of students who are at-risk or have special needs with a focus on assessment and instruction in general education classrooms.

Credit Hours: 3
Prerequisites or Corequisites: SPC_ED 4300

SPC_ED 7371: Literacy in Special Education II
Advanced study in literacy methods and research for students with disabilities. Graded A-F only.

Credit Hours: 3
Prerequisites: SPC_ED 4370 or SPC_ED 7370

SPC_ED 7375: Cross Categorical Special Education
Study of characteristics of students with cross categorical disabilities and other pertinent issues including inclusion, assessment, and evaluation practices.

Credit Hours: 3
Prerequisites: professional standing in Phase II

SPC_ED 7380: Methods in Cross-Categorical Special Education
This course is designed to provide students with research-based instructional and behavior management methods for use with student with cross-categorical disabilities.

Credit Hours: 4
Prerequisites: professional standing in Phase II, SPC_ED 4375, SPC_ED 4940

SPC_ED 7390: Methods in Vocational Education for the Disabled & Disadvantaged
(same as LTC_V 7770). Study of legislation, interagency cooperation, curriculum, transition, evaluation/grading role of support personnel. For educators, counselors and administrators working in vocational settings with special needs students and students with disabilities.

Credit Hour: 2-3
Prerequisites: SPC_ED 4300

SPC_ED 7940: Cross-Categorical Special Education: Practicum I
Involvement in meaningful field-based activities that extend and/or apply content information from Special Education 4375.

Credit Hours: 3
Prerequisites or Corequisites: SPC_ED 4375, professional standing in Phase II

SPC_ED 7941: Practicum in Cross-Categorical II
(cross-leveled with SPC_ED 4941). The purpose of this course is to provide students with experience in applying the content of Special Education 4380 (i.e. assessment and intervention strategies for use with students with cross categorical disabilities). This course may be repeated for credit.

Credit Hour: 2-3
Prerequisites or Corequisites: SPC_ED 4380
Prerequisites: SPC_ED 4375 and SPC_ED 4940

SPC_ED 7981: Internship in Special Education
(cross-leveled with SPC_ED 4981). This field experience provides preservice interns a semester-long public school experience where they simultaneously engage in a unique combination of observation and teaching. Through observation, conferencing, reading, discussion, demonstration, and participation, the preservice intern will synthesize the course concepts of the Senior Year On-Site Program (SYOSP). Graded on A-F basis only.

Credit Hour: 4-10
Prerequisites: ED_LPA 7060; Admittance to the College of Education
Recommended: Admittance into Phase II

SPC_ED 8085: Problems in Special Education
Credit Hour: 1-99
Prerequisites: instructor's consent

SPC_ED 8090: Masters Thesis Research Hours
Restricted to students enrolled in the graduate program. Graded S/U only.

Credit Hours: 3
SPC_ED 8100: Concepts and Principles in Behavior Analysis
This course will provide an overview of both classic and contemporary theory and research on nonhuman and human learning. We will focus on a behavior-analytic conceptualization of learning and the underlying research on basic processes and operations that result in learning. The readings and class discussions will provide you with a strong foundation in the psychology of learning from a behavioral orientation, with particular emphasis on the relation between biological and environmental contributions to selection of behavior. To effectively produce socially significant behavior change among members of clinical populations, we must approach the task with a thorough understanding of these basic principles - we cannot stray from our principles.
Credit Hours: 3
Prerequisites or Corequisites: Admission to the Master's Program in Applied Behavior Analysis or Graduate Certificate program in Applied Behavior Analysis. Others need to contact faculty individually.

SPC_ED 8210: Using Assessment to Guide Instruction
This course is designed to present information on the evaluation of individual student skills and the effects of instruction on those skills. Graded on A-F basis only.
Credit Hours: 3

SPC_ED 8250: Developmental Processes in Autism and Neurodevelopmental Disorders
This graduate level course will focus on understanding autism and other neurodevelopmental disorders from within a developmental framework. An understanding of typical development is essential in order to recognize when developmental problems arise. By the same token, developmental disorders can elucidate the complexity of development among typically functioning children. The course will compare and contrast typical and atypical development across major developmental domains. We will begin with an overview of the field and foundational concepts, and will then move to an examination of key developmental domains and selected neurodevelopmental disorders (as examples of atypical development in each domain). Throughout the course, students will be encouraged to relate concepts and empirical findings to their respective professional interests. Graded on A-F basis only.
Credit Hours: 3
Recommended: Recommended for students in the Applied Behavior Analysis master's and graduate certificate program.

SPC_ED 8300: Students with Behavioral Disorders
Study of characteristics of students with behavioral disorders as they relate to best practices for assessment, instruction, and intervention.
Credit Hours: 4
Prerequisites: SPC_ED 4300 and instructor's consent

SPC_ED 8305: Ethics in Applied Behavior Analysis
This graduate level course provides the student with an in-depth coverage of ethics and professional behavior in applied behavior analysis. This course will help the student become prepared to sit for the Behavior Analyst Certification Board exam. This course primarily emphasizes Content Area #1 (Ethical Considerations) but also Content Areas #4, 5, and 8 (Behavioral Assessment, Experimental Evaluation of Interventions, and Selecting Intervention Outcomes and Strategies) of the Behavior Analysis Task List - Fourth Edition. Graded on A-F basis only.

SPC_ED 8340: Advanced Studies in Developmental Disabilities
Current theories and practices and their historic roots through examination of empirical and descriptive literature.
Credit Hours: 3
Prerequisites: admission to graduate study and instructor's consent

SPC_ED 8350: Research with Exceptional Children
Explores significant, historical, and current research in special education. Emphasizes the application of research, methodology, and findings relative to problems facing the practitioner.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8353: Advanced Studies: Single Subject Design
The course is for advanced graduate students in special education, psychology, related fields and includes behavioral measurement, single subject research designs, data analysis methods, critical analysis and evaluation of single subject research and research proposal. Graded on A-F basis only.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8355: Grant Writing
Preparation of research, demonstration, training, or other grant proposals meeting the criteria for competitive funding by a federal agency; review and evaluation of proposals.
Credit Hours: 3
Prerequisites: admission to graduate study and instructor's consent

SPC_ED 8360: Special Education Administration
Principles, protective safeguards, and general practices associated with the organization and administration of special education; legal foundations for special education; selection, training, and supervision of personnel.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8365: Research Design in Special Education
Overview of professional writing and intermediate research applications with a focus on knowledge and skills needed for higher level doctoral work in statistics and research design.
Credit Hours: 3
Prerequisites: ESC_PS 4170 or equivalent, SPC_ED 8350 or equivalent, and instructor's consent

SPC_ED 8370: Foundations I: History, Law and Policy in Special Education
The changing concept of disability will be viewed from the perspectives of history, legal issues, and policy traced from early Greek and European periods through contemporary times.
SPC_ED 8375: Foundations II: Pedagogical Theories in Special Education
A study of theories of teaching as they apply to special education with emphases on empirically based practices, historical trends, current theories, and the relationship between theories of learning and teaching.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8380: Nature and Needs of Gifted and Talented Students
A conceptual and empirical examination for educational personnel of student identification procedures, special populations, programming issues, research topics and teacher competencies.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8385: Individualized Assessment and Intervention
This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Behavior Analysis core. The course will offer advanced coverage of the functional assessment of problem behaviors. In particular, there will be a strong emphasis in the functional analysis of problem behaviors. Additionally, this course will focus on how identification of function guides treatment development (i.e., function-based treatments). Graded on A-F basis only.
Credit Hours: 3
Prerequisites: SPC_ED 8100

SPC_ED 8387: Seminar in Special Education
Credit Hour: 1-3
Prerequisites: instructor's consent

SPC_ED 8391: Curriculum Methods for Gifted and Talented Students
A theoretical examination for educational personnel of specific instructional approaches including structure of intellect, enrichment triad, empirical research, and creative problem solving.
Credit Hours: 3
Prerequisites: SPC_ED 8380 or instructor's consent

SPC_ED 8405: Assessment and Evaluation in Gifted Education
Seminar focuses on practices for identifying students for gifted education programs, evaluation models applicable to school programs and strategies for grading and evaluation of gifted students.
Credit Hours: 3
Prerequisites: SPC_ED 8380 or instructor's consent

SPC_ED 8406: Differentiating Instruction: Reaching Gifted, Typical and Struggling Learners
Explores various instructional approaches to help meet the learning needs of a range of learners from gifted through struggling and at-risk students. Graded on A-F basis only.
Credit Hours: 3
Prerequisites: Introduction to Special Education; instructor's consent

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SPC_ED 8410: Administration and Supervision of Gifted Education Programs
This course focuses on developing a working knowledge of issues and competencies, policies and evaluation in the administration of gifted education programs. Rational, goals, and design for gifted education programming will be addressed. Current research and best practices in program design and administration will be examined. Assessment, communication with all stakeholders, advocacy and professional development will addressed. Graded on A-F basis only.
Credit Hours: 3

SPC_ED 8440: Advanced Behavior Management: Applied Behavior Analysis
This course will provide graduate students with advanced theory and knowledge in behavior management. Emphasis will be placed on understanding and using the principles of applied behavior analysis.
Credit Hours: 3
Prerequisites: SPC_ED 4310 and instructor's consent

SPC_ED 8450: Verbal Behavior
This course will provide an introduction to a behavior analytic approach to the study of language (i.e., verbal behavior). The course will have two related focuses: (a) the theoretical underpinnings of a functional approach to language and (b) a review of the testing and application of the theory of verbal behavior in research and practice. During the first half of the semester, we will read and discuss Skinner's analysis of verbal behavior (VB). During the second half of the semester we will survey the literature base supporting a behavior analytic approach to language and will also discuss the application of verbal behavior analysis to practice. Graded on A-F basis only.
Credit Hours: 3
Prerequisites: HLTHPSYC 8100
Recommended: HLTHPSYC 8200

SPC_ED 8455: Advanced Studies in Behavioral Disorders
Contemporary issues a historical perspective; theoretical perspectives or models which guide research, policy, and intervention approaches.
Credit Hours: 3
Prerequisites: admission to graduate study and instructor's consent

SPC_ED 8460: Survey of Applied Behavior Analysis
This course builds upon the basic principles of learning and applied behavior analysis presented during previous courses in the Behavior Analysis core. The course will offer coverage of the many different applications of behavior analysis (e.g., behavioral medicine, behavioral gerontology, substance abuse, organizational behavior management, etc.). Finally, this class will cover topics related to professional development. Graded on A-F basis only.
Credit Hours: 3
Prerequisites: HLTHPSYC 8100 OR HLTHPSYC 8200

SPC_ED 8475: Advanced Studies in Learning Disabilities
Major current issues, trends, and controversies in learning disabilities; theories, research, and practices in learning disabilities.
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<th>Course Code</th>
<th>Course Title</th>
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<td>SPC_ED 8490</td>
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**SPC_ED 8485: Introduction and Methods of Early Intervention**
This course will enhance individual knowledge and skills necessary to design, implement, and evaluate research-based strategies and practices in home and center-based programs for infants and toddlers with disabilities, consistent with the philosophical and legal requirements of IDEA Part C.

**SPC_ED 8490: Assessment in Early Childhood Special Education**
Procedures and instruments used in assessment of children with special needs, including screening, diagnosis, interpretation of diagnostic findings, and application to instructional plans.

**SPC_ED 8495: Introduction and Methods of Early Childhood Special Education**
This course will enhance individual knowledge and skills necessary to design, implement, and evaluate research-based strategies and practices in community or public school integrated programs for preschools with disabilities, consistent with the philosophical and legal requirements of IDEA Part B Section 619.

**SPC_ED 8500: Systems Level Behavior Analysis**
This course will offer an introduction to the application of behavior analytic concepts and principles to problems of human behavior at the systems level. Students will learn the basics of modifying behavior at the systems level, which includes clinical settings. Class assignments will help the students learn to apply the concepts discussed in class to their own work environment. Graded on A-F basis only.

**SPC_ED 8520: Meeting the Needs of all Learners**
The purpose of this course is to provide information on current research and methodology on teaching students who are struggling or who have disabilities. Open only to teaching fellows. Graded on A-F basis only.

**SPC_ED 8601: Introduction to Autism**
This course provides an introduction of children youth with autism spectrum disorders. Topics include: historical and theoretical foundations, diagnostic and assessment approaches, and characteristics. Graded on A-F basis only.

**SPC_ED 8602: Methods of Instruction for Students with Autism**
Overview of interventions for individuals with autism spectrum disorders and strategies needed for teaching. Best practices and promising practices will be presented. Course graded on A-F basis only.

**SPC_ED 8603: Social Competency for Students with Autism**
Course provides a framework for addressing social competence deficits experienced by students with autism. Course graded on A-F basis only.

**SPC_ED 8604: High Functioning Students with Autism**
The course is designed to increase understanding and ability to support individuals on the Autism Spectrum who have average to above average intelligence. Course graded on A-F basis only.

**SPC_ED 8605: Young Children with Autism**
Current research on characteristics, diagnosis, and intervention for very young children with autism. Strategies for support children and their families. Graded on A-F basis only.

**SPC_ED 8606: Assessment in Autism, Special Education**
This course covers procedures and instruments used in assessment of school-aged children with autism, including screening, diagnosis, interpretation of assessment findings, and application to instructional plans. Graded on A-F only.

**SPC_ED 8800: Practicum in Applied Behavior Analysis**
The Practicum in Applied Behavior Analysis provides practical training in ABA. Graduate students will participate in an intensive practicum that focuses on developing well-rounded training in ABA. Students will work hands on with children at the MU Thompson Center for Autism and Neurodevelopmental Disorders. By the completion of the practicum, students will be well versed in the development of skill building programs as well as behavioral reduction programs that focus on function-based interventions (e.g., functional analyses). Graded on S/U basis only.

**SPC_ED 8900: Capstone in Applied Behavior Analysis**
The capstone will consist of a clinical question or direct replication of previous research, which will serve as a demonstration of the student's knowledge of applied behavior analysis. The expectation is that the thesis will add to our current clinical knowledge in ABA. Graded on S/U basis only.
SPC_ED 8940: Practicum: Students with Behavioral Disorders
Graduate field experience in educational setting for students with behavioral disorders. Application of competencies from Special Education 8300.

Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8943: Practicum in Special Education
Provides graduate practicum experience relevant to the education of exceptional students.

Credit Hour: 1-10
Prerequisites: SPC_ED 4300 and instructor's consent

SPC_ED 8946: Practicum: Gifted Education
Provides graduate field experience in the area of gifted education.

Credit Hours: 3
Prerequisites: instructor or advisor's consent

SPC_ED 8947: Practicum: Early Childhood Special Education
Graduate field experience in an approved setting for young children with special needs. May be repeated.

Credit Hour: 1-10
Prerequisites: instructor's consent

SPC_ED 9090: Research in Special Education
Graded on a S/U basis only.

Credit Hour: 1-99
Prerequisites: instructor's consent

SPC_ED 9387: Professional Seminar in Special Education
Designed to provide overview of Special Education, COE program requirements, and general graduate student expectations. Students STRONGLY encouraged to take course first semester in graduate program. Graded on S/U basis only.

Credit Hour: 1
Prerequisites: acceptance into a master's degree program

SPC_ED 9940: Internship: College Teaching in Special Education
Individually guided and supervised college teaching experiences. Competency based activities using portfolio assessment methods. May be taken more than once. Graded on S/U basis only.

Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 9941: Internship: Special Education Research
Individually guided research internship with doctoral advisor and/or faculty mentor(s). Opportunity to develop research competencies either on individual or collaborative projects. May be taken more than once. Graded on S/U basis only.

Credit Hour: 1-99
Prerequisites: instructor's consent

SPC_ED 9942: Internship: Professional Practice in Special Education
Individually guided internship in the public schools and/or agencies serving students with special needs or exceptionalities. Focus on professional practices, administrative practices, and/or evaluation practices. Graded on S/U basis only.

Credit Hour: 1-99
Prerequisites: instructor's consent