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 exceptionalties, curriculum development for learners with disabilities, policy, and research across the lifespan.

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Dr. Erica Lembke
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For Graduate questions Contact:
Dr. Delinda van Garderen
Associate Professor and Director of Graduate Studies
email: vangarderend@missouri.edu

For Undergraduate questions Contact:
Dr. Cathy Thomas
Assistant Professor and Director of Undergraduate Studies
email: thomascat@missouri.edu

Faculty

Professor T. Lewis**, J. Stichter**, M. Stormont**
Associate Professor E. Lembke**, R. McCathren*, D. van Garderen**
Assistant Professor A. Barth*, C. Rose*, C. Thomas**
Assistant Research Professor M. Herzog, K. O'Connor, J. Randolph
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 are specified in three areas: University general education (http://catalog.missouri.edu/academicdegerequirements/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 Behavior Disorders (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/ma-special-education-emphasis-behavior-disorders)
  - with emphasis in Curriculum Development for Exceptional Students (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/ma-special-education-emphasis-curr-dev-exceptional-student) (not accepting applications)
  - with emphasis in Special Education, General (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/ma-special-education-emphasis-general) (not accepting applications)
  - with emphasis in Learning Disabilities (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/ma-special-education-emphasis-learning-disabilities)
  - with emphasis in Mental Retardation (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/ma-special-education-emphasis-mental-retardation) (not accepting applications)
- 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 Cross-Categorical, Certification (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-cross-cat-cert)
  - with emphasis in Curriculum Development for Exceptional Students (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/specialeducation/med-special-education-emphasis-cur-dev-exceptional-students) (not accepting applications)
  - with emphasis in Early Childhood Special Education (http://catalog.missouri.edu/undergraduategraduate/collegeofeducation/
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 (cross categorical), gifted education, learning disabilities or learning and instruction. Doctoral student may study in areas such as administration and supervision of special education, behavior disorders, early-childhood special education, general special education (cross categorical), learning disabilities or developmental disabilities (cognitive impairments).

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 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
<th>Prerequisites/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC_ED 4310</td>
<td>Behavioral Management for Exceptional Students</td>
<td>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.</td>
<td>3</td>
<td>SPC_ED 4300</td>
</tr>
<tr>
<td>SPC_ED 4320</td>
<td>Assessment and Evaluation in Special Education</td>
<td>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.</td>
<td>3</td>
<td>SPC_ED 4300</td>
</tr>
<tr>
<td>SPC_ED 4325</td>
<td>Language Development of Exceptional Students</td>
<td>Study of language and communication issues and disorders in special education; normal and atypical language development; language assessment and intervention models and programs.</td>
<td>3</td>
<td>SPC_ED 4300</td>
</tr>
<tr>
<td>SPC_ED 4330</td>
<td>Collaboration and Consultation in Special Education</td>
<td>Study of communication, problem-solving, collaboration strategies. Application of strategies to work with exceptional students, their families, other professional members of interdisciplinary, interagency teams.</td>
<td>3</td>
<td>SPC_ED 4300</td>
</tr>
<tr>
<td>SPC_ED 4370</td>
<td>Literacy in Special Education</td>
<td>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.</td>
<td>3</td>
<td>SPC_ED 4300</td>
</tr>
<tr>
<td>SPC_ED 4371</td>
<td>Literacy in Special Education II</td>
<td>Advanced study in literacy methods and research for students with disabilities. Graded on A-F basis only.</td>
<td>3</td>
<td>SPC_ED 4300 or SPC_ED 7370</td>
</tr>
<tr>
<td>SPC_ED 4375</td>
<td>Cross Categorical Special Education</td>
<td>Study of characteristics of students with cross categorical disabilities and other pertinent issues including inclusion, assessment, and evaluation practices.</td>
<td>3</td>
<td>SPC_ED 4300</td>
</tr>
<tr>
<td>SPC_ED 4380</td>
<td>Methods in Cross-Categorical Special Education (cross-leveled with SPC_ED 7380)</td>
<td>This course is designed to provide students with research-based instructional and behavior management methods for use with student with cross-categorical disabilities.</td>
<td>3-4</td>
<td>SPC_ED 4375 and SPC_ED 4940; Admittance to Phase II</td>
</tr>
<tr>
<td>SPC_ED 4380W</td>
<td>Methods in Cross-Categorical Special Education - Writing Intensive</td>
<td>This course is designed to provide students with research-based instructional and behavior management methods for use with student with cross-categorical disabilities.</td>
<td>3-4</td>
<td>SPC_ED 4375 and SPC_ED 4940; Admittance to Phase II</td>
</tr>
<tr>
<td>SPC_ED 4390</td>
<td>Methods in Vocational Education for the Disabled and Disadvantaged</td>
<td>(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.</td>
<td>2-3</td>
<td>SPC_ED 4300</td>
</tr>
<tr>
<td>SPC_ED 4401</td>
<td>Topics in Special Education</td>
<td>In-depth study of certain developments, findings, trends and issues in one or more areas of special education.</td>
<td>3</td>
<td>SPC_ED 4300</td>
</tr>
<tr>
<td>SPC_ED 4940</td>
<td>Cross-Categorical Special Education: Practicum I</td>
<td>Involvement in meaningful field-based activities that extend and/or apply content information from SPC_ED 4375.</td>
<td>1-4</td>
<td>SPC_ED 4375</td>
</tr>
<tr>
<td>SPC_ED 4941</td>
<td>Practicum in Cross-Categorical II</td>
<td>(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.</td>
<td>2-3</td>
<td>SPC_ED 4375 or SPC_ED 7370; Admittance to Phase II</td>
</tr>
<tr>
<td>SPC_ED 4972</td>
<td>Capstone Seminar and Portfolio in Special Education</td>
<td>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.</td>
<td>1</td>
<td>SPC_ED 4300</td>
</tr>
</tbody>
</table>
Special Education

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 Hours: 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 7401: 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 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 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 8220: School-Wide Positive Behavior Support
Overview of theory, research, and methods related to establishing a system of positive behavior support in schools. Graded on A-F basis only.
Credit Hours: 3

SPC_ED 8287: 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 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 8310: Students With Learning Disabilities
Study of characteristics of students with learning disabilities as they relate to best practices for assessment, instruction, and intervention.
Credit Hours: 4
Prerequisites: SPC_ED 4300 and instructor's consent

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 8345: Trends and Issues in Special Education
A study of the historical developments and related trends, issues and problems associated with the education of exceptional students.
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, k 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.
Credit Hours: 3
Prerequisites: instructor's consent

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

SPC_ED 8390: 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 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 8400: Affective Development of Gifted Students
Psychosocial development of gifted students; theories, and practices in affective development; strategies to develop positive self-concept, successful coping strategies, and effective peer relationships by gifted students.
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

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 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 8470: Advanced Literacy in Special Education
Study of literacy assessment and instruction methods specific to special education; formal and informal assessment: language and instructional strategies to improve literacy for students with disabilities.
Credit Hours: 3
Prerequisites: SPC_ED 4300

SPC_ED 8475: Advanced Studies in Learning Disabilities
Major current issues, trends, and controversies in learning disabilities; theories, research, and practices in learning disabilities.
Credit Hours: 3
Prerequisites: admission to graduate study and instructor's consent

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.
Credit Hours: 3

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.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8505: Advanced Studies in Early Childhood Special Education
Origins, theoretical perspectives, issues, scope and efficacy of the field of early childhood special education.
Credit Hours: 3
Prerequisites: instructor's consent

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.
Credit Hours: 3
Prerequisites: instructor's consent

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.
Credit Hours: 3
Prerequisites: Introduction to Special Education; instructor's consent

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.
Credit Hours: 3
Prerequisites: SPC_ED 8601, instructor's consent required

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.
Credit Hours: 3
Prerequisites: SPC_ED 8601, instructor's consent required

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.
Credit Hours: 3
Prerequisites: instructor's consent

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.
Credit Hours: 3
Prerequisites: instructor's consent

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.
Credit Hours: 3
Prerequisites: SPC_ED 7300
Corequisites: SPC_ED 8601

SPC_ED 8607: Early Childhood Special Education
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.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8608: Advanced Studies in Early Childhood Special Education
Origins, theoretical perspectives, issues, scope and efficacy of the field of early childhood special education.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8609: 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.
Credit Hours: 3
Prerequisites: instructor's consent

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 8941: Practicum: Students with Learning Disabilities
Graduate field experience in educational setting for students with learning disabilities. Application of competencies from SPC_ED 8310.
Credit Hours: 3
Prerequisites: instructor's consent

SPC_ED 8942: Practicum: Students with Developmental Disabilities
Graduate field experience in educational setting for students with mental retardation. Application of knowledge and skills from SPC_ED 8320.
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 Hours: 1-10
Prerequisites: SPC_ED 4300 and instructor's consent

SPC_ED 8944: Practicum I: Cross-Categorical Special Education
Graduate field-based experience focused on observation and participation in programming for students with mild-moderate disabilities.
Credit Hours: 3
Prerequisites: instructor's and/or advisor's consent

SPC_ED 8945: Practicum II: Cross-Categorical Special Education
Advanced graduate field experience. Demonstration of required competencies with mild-moderate disabilities.
Credit Hours: 3
Prerequisites: SPC_ED 8944 and instructor and/or advisor'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