

# Special Education (SPC\_ED)

## **SPC\_ED 1100: Orientation: Special Education**

This course familiarizes and orients students with MU resources, College of Education programs and expectations and career options, emphasizing Special Education. Graded on S/U basis only.

**Credit Hour:** 1

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## **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. Successful completion of this course meets the "40-Hour Training" requirement towards a Registered Behavior Technician (RBT) certification. Graded on A-F basis only.

**Credit Hours:** 3

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## **SPC\_ED 3600: Research and Practice in Applied Behavior Analysis**

Students will learn about the principles and procedures of applied behavior analysis through weekly reading assignments, discussions, and presentations. Student will gain experience applying this knowledge to improve behavior in a practical setting. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** SPC\_ED 3100

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## **SPC\_ED 3800: Instructional and Assistive Technology for Students with Disabilities**

This course provides an introductory exploration of instructional technology, assistive technology, and augmentative/alternative communication (AAC) systems. Students will learn to develop, implement, and evaluate technology solutions to support individuals with disabilities in educational and communication contexts. Graded on A-F basis only.

**Credit Hours:** 3

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## **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

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## **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

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## **SPC\_ED 4310: Behavioral and Classroom Management**

(cross-leveled with SPC\_ED 7310). 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. Graded on A-F basis only.

**Credit Hours:** 3

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## **SPC\_ED 4311: Classroom and Behavior Management in Special Education**

(cross-leveled with SPC\_ED 7311). The purpose of this course is to help special education teachers examine and understand the principles of classroom and behavior management that can be applied in every classroom or learning environment, and the process for individualization for youth with disabilities. This course will examine theories related to behavior development, collaborating and co-teaching in relation to classroom and behavior management, interventions situated within a multi-tiered system of support with an emphasis on targeted and individualized supports, and the development of functional behavioral assessments and behavior intervention plans. Graded on A-F basis only.

**Credit Hours:** 3

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## **SPC\_ED 4320: Assessment and Evaluation in Special Education**

(cross-leveled with SPC\_ED 7320). 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

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## **SPC\_ED 4325: Language Development of Exceptional Students**

(cross-leveled with SPC\_ED 7325). 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**

(cross-leveled with SPC\_ED 7330). 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**

(cross-leveled with SPC\_ED 7370). 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**

(cross-leveled with SPC\_ED 7371). 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 4372: Writing and Content Literacy in Special Education**

The purpose of this course is to provide teachers with knowledge regarding current research and issues specific to educating students with disabilities in the area of writing and content literacy. Topics will include historical and contemporary perspectives on writing instruction and assessment, and implementation of evidence-based practice to improve handwriting, spelling, writing skills, and content literacy. Graded on A-F basis only.

**Credit Hours:** 3**SPC\_ED 4375: Cross Categorical Special Education**

(cross-leveled with SPC\_ED 7375). 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: Transition in Special Education**

(cross-leveled with SPC\_ED 7390). This course is designed to help students acquire the knowledge base needed to promote students with disabilities to successfully transition to adulthood. The course is organized around problems of practice including understanding, the barriers to transition, important legislation, models of practice, and assessment and planning. The role of the family and interagency collaboration is addressed. In this course, students have opportunities to reflect on processes to empower successful transition of students with disabilities to employment, postsecondary education, and independent living. Graded on A-F only.

**Credit Hours:** 3**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**

(cross-leveled with SPC\_ED 7500). 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 will 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 4575: Introduction to Math Instruction for Students with Disabilities**

Teaching students with disabilities requires the ability to find and select evidence-based interventions, implement those interventions with fidelity, and track student performance over time. Mathematics is a content area in which success or failure yields major ramifications for postsecondary success. This course will cover the common math interventions employed for mild to moderate disabilities with an instructional focus on curricular content for grade levels K-6. Graded on A-F basis only.

**Credit Hours:** 3

**SPC\_ED 4600: Diagnosis and Remediation of Learning Problems in Math - Middle**

(cross-leveled with SPC\_ED 7600). The study of diagnostic and remedial instructional techniques for the teaching of mathematics. Emphasis is placed on alternative teaching methods and strategies. Graded on A-F basis only.

**Credit Hours:** 3

**SPC\_ED 4887: Non-Credit Internship in Special Education**

Undergraduate field experience in settings that support students with disabilities. May be taken more than once. Course appears on transcript for zero credit and does not count toward full-time enrollment. No tuition or fees are charged. Graded on S/U basis only.

**Credit Hours:** 0

**Prerequisites:** instructor's consent

**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

**Recommended:** Admittance to Mid-Level Special Education

**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 and Classroom Management**

(cross-leveled with SPC\_ED 4310). 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. Graded on A-F basis only.

**Credit Hours:** 3

**SPC\_ED 7311: Classroom and Behavior Management in Special Education**

(cross-leveled with SPC\_ED 4311). The purpose of this course is to help special education teachers examine and understand the principles of classroom and behavior management that can be applied in every classroom or learning environment, and the process for individualization for youth with disabilities. This course will examine theories related to behavior development, collaborating and co-teaching in relation to classroom and behavior management, interventions situated within a multi-tiered system of support with an emphasis on targeted and individualized supports, and the development of functional behavioral assessments and behavior intervention plans. Graded on A-F basis only.

**Credit Hours:** 3

**SPC\_ED 7320: Assessment and Evaluation in Special Education**

(cross-leveled with SPC\_ED 4320). 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**

(cross-leveled with SPC\_ED 4325). 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**

(cross-leveled with SPC\_ED 4330). 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**

(cross-leveled with SPC\_ED 4370). 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**

(cross-leveled with SPC\_ED 4371). 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**

(cross-leveled with SPC\_ED 4375). 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**

(cross-leveled with SPC\_ED 4380). 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:** professional standing in Phase II, SPC\_ED 4375, SPC\_ED 4940

**SPC\_ED 7390: Transition in Special Education**

(cross-leveled with SPC\_ED 4390). This course is designed to help students acquire the knowledge base needed to promote students with disabilities to successfully transition to adulthood. The course is organized around problems of practice including understanding, the barriers to transition, important legislation, models of practice, and assessment and planning. The role of the family and interagency collaboration is addressed. In this course, students have opportunities to reflect on processes to empower successful transition of students with disabilities to employment, postsecondary education, and independent living. Graded on A-F only.

**Credit Hours:** 3

**SPC\_ED 7500: Science and Social Studies for Struggling Learners**

(cross-leveled with SPC\_ED 4500). 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 will 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

**SPC\_ED 7600: Diagnosis and Remediation of Learning Problems in Math-Middle**

(cross-leveled with SPC\_ED 4600). The study of diagnostic and remedial instructional techniques for the teaching of mathematics. Emphasis is placed on alternative teaching methods and strategies. Graded on A-F basis only.

**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 SPC\_ED 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 mid-level Special Education

**SPC\_ED 8085: Problems in Special Education**

**Credit Hour:** 1-99

**Prerequisites:** instructor's consent

**SPC\_ED 8090: Masters Project Research Hours**

Restricted to students enrolled in the graduate program. Graded S/U only.

**Credit Hour:** 1-3

**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 8215: Evaluation and Data-Based Decision Making in Special Education**

The purpose of this course is to provide advanced study of the assessment of children and youth. Students will (1) critically examine the academic literature on the nature of academic skill acquisition, academic assessment, and the identification of disabilities in school-aged children and youth; (2) acquire skills needed to administer, score, and interpret commonly used academic assessment measures; and (3) communicate assessment results in the context of written reports and verbal feedback. Cultural and linguistic considerations in the use of these instruments will be reviewed, as well as the professional, theoretical, and practical aspects of academic assessment. Graded on A-F basis only.

**Credit Hours:** 3

**Recommended:** SPC\_ED 8325

**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

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**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. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** SPC\_ED 4300 and instructor's consent

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**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.

**Credit Hours:** 3

**Prerequisites:** Student must be enrolled in the Graduate Certificate in ABA or Master's in ABA program

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**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. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** SPC\_ED 4300 and instructor's consent

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**SPC\_ED 8325: Language and Communication in Special Education**

This course provides educators with the information needed to identify, understand, and teach students with language and communication disabilities, difficulties, and/or differences, including students who speak a home language other than English or who speak non-standard English. The course is broken into three sections. Section One addresses the components of speech, language, and communication with a focus on the typical acquisition process and how language impacts literacy skills. Section Two looks at language and communication characteristics of specific populations and strategies for supporting their language, communication, and literacy development. Section Three discusses assessment of language and communication and evidence-based interventions for all aspects of language, which include listening, speaking, reading, and writing. Section Three also addresses the

challenges of identifying language disorders in students whose home language is not English, and providing culturally consistent intervention for students whose home language is not English or those who speak non-standard English. Graded on A-F basis only.

**Credit Hours:** 3

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**SPC\_ED 8330: Advanced Teaching Mathematics in Special Education**

This course will focus on the advanced study of diagnostic and remedial instructional techniques for the teaching of mathematics. In this course, students will study the characteristics of students who struggle in mathematics. Students will develop a knowledge base of effective practices for assessment and teaching strategies in mathematics. Graded on A-F basis only.

**Credit Hours:** 3

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**SPC\_ED 8331: Advanced Collaboration and Consultation**

This course is designed to help students advance their knowledge in concepts related to effective and inclusive collaborative practices for school personnel. Emphasis is placed on advanced communication skills needed in leadership, consultative, and collaborative positions to foster partnerships that are meaningful, cooperative, productive, and inclusive. Additionally, this course provides information on diverse experiences to increase cultural competence for educators. Graded on A-F basis only.

**Credit Hours:** 3

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**SPC\_ED 8335: Foundations of Science of Reading for Children with Disabilities**

The purpose of this course is to provide teachers with knowledge regarding current research and issues specific to educating students with disabilities in the area of reading. Topics will include historical and contemporary perspectives on reading instruction and assessment, and implementation of evidence-based practice to improve phonological awareness, decoding, word recognition, fluency, vocabulary, and comprehension. Spelling and written language will also be addressed as they pertain to reading instruction. Graded on A-F basis only.

**Credit Hours:** 3

**Recommended:** SPC\_ED 8325

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**SPC\_ED 8336: Applications of Science of Reading for Children with Disabilities**

The purpose of this course is to provide graduate students with advanced study in research and application of the science of reading. According to the International Literacy Association, the science of reading is "a corpus of objective investigation and accumulation of reliable evidence about how humans learn to read and how reading should be taught." The focus of the course will be on the corpus of evidence on how reading should be taught with students with, or who are at-risk for developing, disabilities including dyslexia. Graded on A-F basis only.

**Credit Hours:** 3

**Prerequisites:** SPC\_ED 8335

**Recommended:** SPC\_ED 8325

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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**SPC\_ED 8407: Teaching Twice-Exceptional Students**

Twice-exceptionality (being gifted and having a disability) is estimated to occur in at least 1/3 of gifted students. This course provides an overview of interventions to meet the unique needs of twice-exceptional and multi-exceptional students, across exceptionalities. Understanding learners' needs and designing strengths-based curriculum founded in evidence-based practices will be presented. Graded on A-F basis only.

**Credit Hours:** 3**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 be 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. Graded on A-F basis only.

**Credit Hours:** 3**SPC\_ED 8441: Supporting Emotional and Behavioral Health in the Classroom**

This course includes an overview of evidence-based Tier 1 (classwide universal) and Tier 2 (targeted) Positive Behavior Interventions and Supports (PBIS) which can be applied in general and special education classrooms. This will include prevention and response strategies for school-aged students with social, emotional, and behavioral health support needs in school. Specific topics will include tiered service delivery frameworks like PBIS, universal screening, behavior function, Tier 1 classroom management strategies, Tier 2 targeted strategies, and data-based decision-making. The primary purpose of this course is to provide educators with actionable strategies to better support the social, emotional, and behavioral health needs of their students. As such, there will be an emphasis on the application of concepts to real-world situations currently faced by teachers, students, parents, and other school personnel. In addition, strategies for identifying, evaluating, and adopting relevant, evidence-based Tier 1 and Tier 2 intervention strategies will be covered. Graded on A-F basis only.

**Credit Hours:** 3**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:** SPC\_ED 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:** SPC\_ED 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.

**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**

(same as LTC 8613). Procedures and instruments used in assessment of children with special needs, including screening, diagnosis, interpretation of diagnostic findings, and application to instructional plans.

**Credit Hours:** 3**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 Hour:** 2-3**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.

**Credit Hours:** 3**Prerequisites:** SPC\_ED 8100**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**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 8700: Evidence Based Methods and Critical Inquiry in Cross Categorical Disabilities**

This course provides students with research-based instructional and behavioral management methods for use with students with cross-categorical disabilities. In addition to creating a more detailed knowledge of strategies related to the instructional needs of children, youth, and adults with learning disabilities, emotional and behavioral disorders, and intellectual disabilities, students will learn to apply critical inquiry skills in evaluating the evidence base for specific interventions as well as how best to implement techniques and support schools in the adopting these interventions. Graded on A-F basis only.

**Credit Hours:** 4**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.

**Credit Hour:** 1-3**Prerequisites:** Students must be enrolled in the Graduate Certificate in ABA or Masters of Science in ABA programs**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.

**Credit Hour:** 1-9**Prerequisites:** Graduate student in the M.S. program in Applied Behavior Analysis**SPC\_ED 8940: Practicum: Students with Behavioral Disorders**

Graduate field experience in educational setting for students with behavioral disorders. Application of competencies from SPC\_ED 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, CEHD 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**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

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**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

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**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

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**SPC\_ED 9945: Internship: Professional Practice in Applied Behavior Analysis**

The internship in professional practice will provide students with direct experience with behavior-analytic, professional, and ethical aspects of the assessment and treatment of behaviors. The purpose of the supervision is to 1) provide high-quality services that result in client improvement; 2) create context for clear communication; 3) ensure procedural fidelity of service delivery; 4) develop and maintain behavior-analytic, professional, and ethical service delivery. Graded on S/U basis only.

**Credit Hours:** 3

**Prerequisites:** Acceptance to the Graduate Program in Applied Behavior Analysis

**Corequisites:** SPC\_ED 8800

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