

**Autism Spectrum Disorders Program and
Competency Survey of Higher Education
Institutions - 2010**

Survey Report



Missouri Commission on Autism
Spectrum Disorders
Education Subcommittee

Background

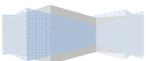
In 2008, Missouri's General Assembly passed Senate Bill (SB) 768, adding two new sections relating to Autism Spectrum Disorders to Chapter 633 of Missouri's Revised Statutes (RSMo). Section 633.200 (1) states:

For the purposes of this section, the term "Autism Spectrum Disorder" shall be defined as in standard diagnostic criteria for pervasive developmental disorder, to include Autistic Disorder; Asperger's syndrome; pervasive developmental disorder-not otherwise specified; childhood disintegrative disorder; and Rett's syndrome.

Senate Bill 768 created the Missouri Commission on Autism Spectrum Disorders to be housed within the Department of Mental Health. This 24 member commission is made up of legislators, diagnosticians, educators, parents of individuals with diagnosis of an Autism Spectrum Disorder, and persons who have an Autism Spectrum Disorder. The legislation states that the Commission on Autism Spectrum Disorders shall advise and make recommendations to the governor, general assembly, and relevant state agencies regarding all state levels of Autism Spectrum Disorder services, including healthcare, education, and other adult and adolescent services. Further, the commission is responsible for developing a comprehensive statewide plan for an integrated system of training, treatment, and services for individuals of all ages with Autism Spectrum Disorders.

Additionally, SB768 created the Office of Autism Services. The Office of Autism Services, established within the Department of Mental Health, Division of Developmental Disabilities, is charged with providing leadership in program development for children and adults with Autism Spectrum Disorders, to include establishment of program standards and coordination of program capacity

The Commission on Autism Spectrum Disorders has met regularly since the enabling legislation was passed. Products from those meetings include a "framework" document designed to guide the development of the statewide plan mentioned above, resources for plan development, and organizational material intended to capture subcommittee goals and indicators of progress. There are four commission subcommittees: Individual and Family Supports, Healthcare, Education, and Workforce Development.



Contributions

The time and effort involved in this project may be credited to the Missouri Commission on Autism Spectrum Disorders' Education Subcommittee and the Missouri Department of Higher Education (MDHE). It is through a collaborative effort of committed professionals working both on the Education Subcommittee and at the MDHE that this survey work was made possible. These contributing members are:

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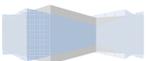
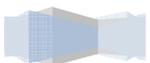


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Purpose

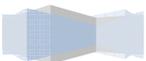
The purpose of this survey is to gather an understanding of Autism Spectrum Disorder (ASD) and Applied Behavior Analysis (ABA) coursework delivery in Missouri postsecondary education institutions. The Autism Spectrum Disorders Program and Competency Survey of Higher Education Institutions (ASD Survey) was developed by the Education Subcommittee of the Commission on Autism Spectrum Disorders. Its development and dissemination is directly related to obligatory language contained in the statute (633.200(6)(3) RSMo):

...the commission shall specifically perform the following responsibilities and report on them accordingly... develop a recommendation for enlisting appropriate universities and colleges to ensure support and collaboration in developing certification or degree programs for students specializing in Autism Spectrum Disorder intervention. This may include degree programs in education, special education, social work, and psychology...

In order for the subcommittee to make an informed recommendation to the commission, the committee must first understand what programs, certificates, or specializations currently occur throughout Missouri's institutions of higher learning. To this end, the ASD Survey was initiated to 60 postsecondary institutions in Missouri.

Scope

The ASD Education Subcommittee through the assistance of the Missouri Department of Higher Education (MDHE) sent the Autism Spectrum Disorders Program and Competency Survey out to 60 two- and four-year Public and Independent institutions in Missouri on December 3, 2009, with a completion date of January 15, 2010. The ASD Survey was sent out to all Chief Academic Officers (CAO) as a point of institutional contact with directions to forward to all departments that may contribute to the response, i.e., education, psychology, health, etc. The ASD Survey request was sent out again for a second phase of revision and continued collection during April 1, 2010, to April 14, 2010. The second phase provided initial survey respondents the opportunity to make any clarifying revisions to validate the original response. This phase also provided an additional opportunity for institutions that did not submit during the initial request to do so. Multiple attempts were made by MDHE staff to reach out to institutions for inclusion. This cultivated more responses than previously received and was well worth the effort.



Response Summary

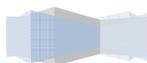
Upon completion, 32 postsecondary institutions submitted survey responses out of the 60 institutions for a 53% response rate. (A summary of responses can be found on page 8 Table A.) The distribution of institutions that responded are: Of those 32 responses 13 institutions reported having ASD and/or ABA program delivery. It should be noted that two institutions not included in the 13, Crowder College and Fontbonne University, are in the process of developing an ASD or ABA program for late Spring 2010 or Fall 2010. Of the 13 institutions that offered programming, only five institutions offered both ASD and ABA programs. Although this may seem slight in comparison to the 60 institutions surveyed, in reference to geographical location, programs can be found in West Missouri- Kansas City, East Missouri- St. Louis, Central Missouri, Northwest Missouri, and Southeast Missouri. This broad representation of locales is encouraging insofar as expanding access and capacity will likely not be concentrated in one region.

Findings

The ASD Survey yielded insight into institutions that are engaged with ASD and ABA course delivery across the state.¹ As mentioned, all major regions of the state are covered by basic ASD program delivery with some ABA coursework delivery with the latter being present to a much lesser extent. Specific ABA coursework is available throughout Missouri in four geographic regions at the following institutions: Southeast Missouri State University, University of Missouri- Columbia, University of Missouri- Kansas City, University of Missouri- St. Louis, and Washington University. They are outlined with information provided on the ASD Survey in the Detailed Program Summary section. Of these programs, three reported meeting national BACB® Certification requirements and are listed on the BACB® website as providing coursework for the BCaBA® certification. These are Southeast Missouri State University, University of Missouri- St. Louis, and Washington University.

¹ The field of applied behavior analysis currently has three levels of practitioner credentialed through a national board (Behavior Analysis Certification Board or BACB®, Inc.). The highest level of credential is at the Ph.D. level with specialized coursework in Applied Behavior Analysis – BCBA®-D. The master’s degree level of certification is the BCBA® (Board Certified Behavior Analyst®). The bachelor’s level of certification for which the practitioner is required to receive direct supervision from someone of the higher level is the assistant level or BCaBA® (Board Certified Assistant Behavior Analyst®)

Missouri has recently included behavior analysts as professionals who will be required to be licensed to provide behavior analysis services to children with autism if services are covered under the insurance mandate.



Recommendations

The ASD Education Subcommittee, after analysis of the survey work reported by institutions in the state of Missouri, presents the following recommendations for advancing coursework and program delivery in the state.

- Encourage expansion of current and future ABA programming to meet national certification requirements set forth by the BACB®.
- Encourage expansion of BCaBA® programs in regional two-year institutions strategically throughout the state to address the need for qualified assistants across the state.
- Place more emphasis on supervised practica within program offerings in Missouri higher education institutions providing ASD and ABA programs.
- Offer hybrid programs, mixing traditional campus-based classes with online offerings. In addition, online offerings could be established to help rural areas and professionals with limited time and resources.
- Encourage professional development opportunities throughout the state for practicing professionals and entering professionals.

Detailed Summary of Programs

Information in this section reflects the detailed reporting from each responding institution and provided and verified on or before April 14, 2010.

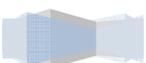
Missouri State University

Missouri State University (MSU) offers a Masters Graduate Certificate in ASD. MSU is currently in the process of developing a Master of Science in Education- Special Education with an Emphasis in ASD. This newly developed program will be ready for implementation in Fall 2010. MSU does not currently offer an ABA program or certification. However, MSU does offer advanced behavior management coursework that focuses on applied behavior analysis with the following: SPE 626 Applied Behavioral Analysis for Developmental Disabilities & Autism Spectrum Disorders; and applied behavior analysis for mild/moderate cross-categorical- SPE 516 for undergraduates & SPE 787 for graduate students.

Proposed Program Description

An 18 credit hour Missouri State University Graduate Certificate in Autism Spectrum Disorders (ASD) is available to non-degree seeking individuals or as a component of the Masters degree in Special Education, Developmental Disabilities emphasis.

Students pursuing a program of study in other areas of education may also complete these courses as electives or in addition to requirements on the respective program of study. The certificate is also offered to support professionals in the fields of psychology, communication disorders, social work, medicine, and other related specialties. The certificate will not lead to teacher certification in autism; however, it



is offered to support educators and other professionals who desire greater expertise in the area of ASD. Emphasis is placed on supporting individuals with challenging behavior through positive behavioral supports and supporting communication, learning and sensory deficits through validated, data-based programming.

St. Louis University

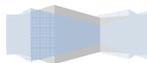
St. Louis University (SLU) offers ASD programming and ABA coursework across four departments of the campus- Communications, Social Work, Education, and Medicine. A masters degree in speech-language pathology and an undergraduate degree in communication sciences and disorders is offered from the School of Communication Sciences and Disorders. The School of Social Work offers a Bachelor of Science in Social Work (BSSW) degree and Master of Social Work (MSW) degree with the an emphasis in Health/Mental Health Concentration. This emphasis can take up to three semesters of field education at an agency that serves clients with Autism. Discussions are proceeding across the various schools to aggressively pursue the development of an ABA program to prepare students for BCBA® national certification and Missouri licensure. It is projected that the program will offer the following options: a master's Program, a post degree program, a dual degree with the MSW program, a certificate within the MSW -Masters Certification, and a specialization with a PhD program. SLU also plans to develop a PhD program within the next two years. SLU also reports a consideration for offering an ABA certificate at the bachelor's level which would prepare students to sit for the BCaBA® national certification. The goal is to begin to offer the ABA courses in Fall 2011.

Southeast Missouri State University

Southeast Missouri State University (SEMO) offers an ASD Certificate in undergraduate and graduate degrees through the College of Education, Department of Elementary, Early and Special Education. The College of Health and Human Services offers the following programs and/or emphasis: Communication Disorders Major, Therapeutic Recreation Program, Physical Education Major, and Applied Behavioral Analysis. The university does offer coursework for an ABA Certificate through the college of Health and Human Services preparing successful students to sit for assistant level certification through the national certifying entity for applied behavior analysis, the Behavior Analysis Certification Board, Inc. (BACB®).

University of Missouri-Columbia

The University of Missouri-Columbia offers coursework within degree programs in both ASD and ABA. The university recently approved a new Interdisciplinary Graduate Certificate in Autism Spectrum and Neurodevelopmental Disorders and is in the process of seeking program approval by the Coordinating Board of Higher Education. This 12 hour certificate is available to graduate students and to community professionals who wish to obtain a



specialization in this area. Faculty from the MU Thompson Center for Autism & Neurodevelopmental Disorders will provide administrative oversight to this new certificate.

Ph.D. in Clinical Psychology; Ph.D. in School Psychology

As reported in the survey, the MU Thompson Center for Autism & Neurodevelopmental Disorders has conducted a review of potential on the MU campus for ABA coursework that would prepare students to sit for national certification at the BCBA® or BCaBA® levels. This is in anticipation of creating an accredited program for both levels of certification at MU. Currently, there are single graduate courses on ABA interventions that focus on ASD. In addition, Thompson Center faculty currently supervise individuals for BCBA® practicum hours and expect to develop this into a formal course offering by the fall of 2010. In order to develop a full graduate level program, the MU Thompson Center will hold additional discussions regarding the potential coursework offerings with key departmental partners to include: Special Education, School Psychology, Psychological Sciences, Communication Science & Disorders, and other key areas.

University of Missouri-Kansas City

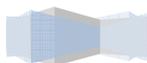
University of Missouri- Kansas City (UMKC) currently offers a master's degree in special education resulting in Mild/Moderate Cross-Categorical Certification. It is reported that ASD is touched upon in the program, but is not the primary emphasis. At the time of this survey UMKC did not offer ABA coursework.

UMKC also has an ASD emphasis for students in the medical school. Medical students are required to attend a pediatric clerkship providing exposure for all medical students in the General Pediatric Care Clinic at Children's Mercy Hospital. There is an Accreditation Council for Graduate Medical Education (ACGME) -accredited fellowship in Developmental / Behavioral Pediatrics which includes specific training in diagnosis and treatment of ASD, as well as other developmental disabilities.

At the time that this report was being compiled UMKC was going through planning process to evaluate the possible expansion to their current ASD offerings.

University of Missouri-St. Louis

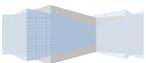
University of Missouri- St. Louis (UMSL) currently offers a Master's Degree in Special Education with a concentration in Autism and Developmental Disabilities, and Certificate in Autism Studies. In addition to this, a special education course SpEd 5810 is offered for paraprofessionals with Bachelor's Degree, to qualify individuals to sit for the BCaBA® exam. UMSL also offers a Ph.D. in Clinical Psychology with emphasis in clinical assessment and treatment of children and adults with ASD. UMSL is beginning plans to offer the Master's Degree in Autism Studies, and further develop coursework that focuses on ABA and similar,



research-driven and evidence-based practices beneficial to individuals with ASD and their families/caregivers.

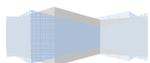
Washington University-St. Louis

Washington University offers a comprehensive undergraduate ABA program with a Certificate in Applied Behavior Analysis through the University College. These ABA courses are approved by the Behavior Analyst Certification Board (BACB®) and qualify students to sit for the BCaBA® exam. The certification program contains 19 credit units that provide training that includes four required core courses (Introduction to Behavior Analysis, Applied Behavior Analysis I, Applied Behavior Analysis II, and Applied Behavior Analysis: Research Methods and Evaluation), a Practicum (two semesters or 30 weeks of supervised field-based experience), and an elective course to students enrolled in the program.



Summary of Institutional Responses
Table A

#	Institution	ASD or ABA Course work	ASD Programs	ABA Programs preparing for national certification	Future offerings	Region
1	Avila	Yes	No	No	Yes- Possibly	West- KC
2	Central Methodist	No	No	No	No	Central
3	Columbia College	Yes	Yes	No	No	Central
4	Crowder College	Yes	No	No	Yes- Proposed	Southwest
5	Fontbonne University	Yes	No	No	Yes- Possibly Spring Institute	East- St. Louis
6	Harris-Stowe	No	No	No	No	East- St. Louis
7	Jefferson College	No	No	No	No	East- St. Louis
8	Lincoln Univ.	No	No	No		Central
9	Linn State Tech.	No	No	No	No	Central
10	Missouri Baptist	Yes	Yes	No	N/A	East- St. Louis
11	Missouri Southern State	No	No	No	No	Southwest
12	Missouri State Univ.	Yes	Yes	No	No	Southwest
13	Missouri Univ. S & T	No	No	No	No	Central
14	Missouri Western	No	No	No	No	West-Central
15	North Central	No	No	No	No	North-Central
16	Northwest Missouri State	Yes	Yes	No	No	Northwest
17	Park Univ.	Yes	No	No	Yes-Possibly	West-KC
18	Rockhurst Univ.	Yes	No	No	Yes	West-KC
19	St. Louis University	Yes	Yes	No	Yes	East-St. Louis
20	Southeast MO State	Yes	Yes	Yes	N/A	Southeast
21	State Fair CC	Yes	No	No	No	West-Central
22	Three Rivers CC	Yes	No	No	N/A	Southeast
23	Truman State Univ.	Yes	No	No	Yes	North-Central
24	Univ. of Central Mo	Yes	Yes	No	Yes-Possibly	West-Central
25	UM- Columbia	Yes	Yes	No	Yes	Central
26	UMKC	Yes	Yes	No	Yes-Possibly	West- KC
27	UMSL	Yes	Yes	Yes	Yes	East-St. Louis
28	Washington Univ.	Yes	Yes	Yes	Yes-Proposed	East-St. Louis
29	Webster University	Yes	Yes	No	Yes-Proposed	East-St. Louis
30	Wentworth Military	Yes	No	No	No	West-Central
31	Westminster	Yes	No	No	No	Central
32	William Woods	Yes	No	No	Yes-Proposed	Central



Coursework Summary

The following coursework was submitted by institutions on lines 6, 7, and 10 of the survey. (See below.) The course work is presented below with a subheading denoting either ASD or ABA as reported by the institutions.

6) Please list any and all coursework that focuses on Autism Spectrum Disorders, or course work that includes competencies for working with individuals with Autism Spectrum Disorders.

7) Do you offer coursework that includes general competencies that are applied by professionals who work with individuals on the Autism Spectrum? Please list courses here.

10) Please list ABA course work delivered on your campus.

Avila University

ASD

ED353 Analysis and Characteristics

ED 358 Methods and Curriculum: Cross Categorical

Central Methodist University

ASD

SE203 Introduction to Special Education

Crowder College

ASD- Proposed

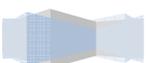
The 21-credits of our proposed "Autism Assistant Certificate":

1. Applied Behavioral Analysis and Autism I (3 credits)
2. Applied Behavior Analysis and Autism II (3 credits)
3. Autism - Supervised Field Experience (2 credits)
4. Foundations of Education (3 credits)
5. Education of Exceptional Learners (3 credits)
6. General Psychology (3 credits)
7. Child Psychology (3 credits)
8. College Orientation (1 credit)

Supplemental information on ASD embedded coursework:

EDUC 240 "Education of Exceptional Learners",

PSYC 210 Child Psychology (TEC (high school) Child Development Associate certificate)



Columbia College

ASD

Education and Psychology of the Exceptional Child
Classroom and Behavior Management Techniques
Language Development of the Exceptional Child
Mathematics for the Special Needs Child
Career Counseling Including Children with Special Needs
Behavior Management Techniques
Practicum: Mild/Moderate Cross Categorical Special Education

Fontbonne University

ASD

Although not targeted to ABA/Autism (no program delivered at this time), the following courses have elements which speak to the issues:

- EDU 206 Education of Students with Special Needs
- ED308 Methods of Special Education I
- EDU 309 Methods of Special Education II
- EDU 314 Practicum in Teaching Students with Disabilities
- EDU 320/520 Transition/Career Education for Students with Disabilities
- EDU 400/500 Classroom/Behavior Management
- EDU 394/595 Counseling Techniques
- EDU 392/592 Assessment of Ability and Achievement
- EDU 503/504 Introduction to and Methods of Teaching Students with Disabilities
- EDU 529 Positive Behavior Supports
- CDS 580 Augmentative Communication and Assistive Technology
- CDS 524 Language of the School Age Child
- CDS 566 Language and Literacy in Students at Risk

Harris-Stowe State University - *No ASD / ABA program delivery*

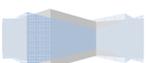
Jefferson College - *No ASD / ABA program delivery*

Lincoln University

ASD

In the Special Education Program, all courses contain some materials relevant to students with ASD. Specific characteristics, needs, and research-based interventions are addressed in depth in the following:

- SE 350--Language Development
- SE 413--Introduction to Cross Categorical
- SE 410 Counseling and Consultation Techniques for Teachers
- SE 411--Methods and Materials/Mild/Moderate



The following courses include general ASD competencies:

EDU 531 Principles and Practices of Guidance

EDU 524 Appraisal of the Elementary School Child- (ASD is covered as part of the general discussions of psychiatric disorders)

EDU 322 Adolescent Development- (the special needs of students with ADS are discussed from a survey approach. ADHS dominates the content, but ASD is covered.)

EDU 420 Techniques of Teaching Reading in the Content Fields- (special needs are addressed from the standpoint of reading and writing to learn.)

EDU 418 Literacy Instruction in Elementary Grades- (ASD is covered minimally in discussions.)

EDU 425 Assessing and Personalizing Reading Instruction- (ASD is covered minimally in discussions.)

EDU 323 Methods of Teaching Language Arts and Reading

Linn State Technical College - *No ASD / ABA program delivery*

Missouri Baptist University

ASD

EDSP 413/513 Language Development for the Exceptional Child

EDSP 434/534 Introduction and Methods of Teaching and Inclusion for Students with Cross-Categorical Disabilities and Field Experience

EDSP 463/563 Individual Diagnostics and Classroom Assessment

HUED 463/563 Theories and Techniques of Counseling Students and Their Families

HUED 443/543 Transition/Career Development and Vocational Education

EDSP 503 Introduction to Autism: Evident Practices and Interventions delivered on-line

Missouri Southern State University - *No ASD / ABA program delivery*

Missouri State University

ASD

An 18 credit hour Missouri State University Graduate Certificate in Autism Spectrum Disorders (ASD) is available to non-degree seeking individuals or as a component of the Masters degree in Special Education, Developmental Disabilities emphasis.

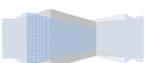
SPE 625 Introduction to Teaching & Assessing Students with Autism Spectrum Disorders

SPE 626 Applied Behavioral Analysis for Developmental Disabilities & Autism Spectrum Disorders

SPE 791 Clinical Practicum for Special Needs Populations

CSD 732 Speech & Language Assessment & Treatment for Special Populations

SPE 627 Seminar in Developmental & Sensory Disabilities



ABA Course work

SPE 626 Applied Behavioral Analysis for Developmental Disabilities & Autism Spectrum

SPE 516 for undergraduates & SPE 787 for graduate students- Applied Behavior Analysis for mild/moderate cross-categorical

Missouri University-School of Science and Technology - *No ASD / ABA program delivery*

Missouri Western State University - *No ASD / ABA program delivery*

North Central College - *No ASD / ABA program delivery*

Northwest Missouri State University

ASD

08-103 General Psychology

08-223 Abnormal Psychology

08-303 Educational Psychology

08-312 Child Psychology

08-323 Child and Adolescent Psychopathology

08-333 Developmental Psychology

08-603 Advanced Educational Psychology

08-627 Advanced Child and Adolescent Pathology

08-628 Supervised Practicum in elementary/Secondary School Guidance

08-629 Practicum in Elementary School Guidance

08-630 Practicum in Secondary School Guidance

Courses that contain some content related to non-verbal spectrum disorders:

14-151 Introduction to American Sign Language and Deaf Culture

14-251 American Sign Language I

14-252 American Sign Language II

14-351 American Sign Language III

14-451 American Sign Language IV

29-553 Language, Speech, and Hearing of the Exceptional Child and Adult

Park University

ASD*

ED 537 Introduction to Cross-Categorical Disabilities

ED 536 Transition/Career Education for Students with Disabilities

ED 556 Methods of Teaching Students with Cross-Categorical Disabilities

ED 557 Language Development for the Exceptional Child

*It should be noted that these courses do not focus exclusively on Autism Spectrum Disorders, but includes ASD along with other mild-moderate cross-categorical disabilities.



Rockhurst University

ASD

The following courses contain an ASD focus:

ED 6450 Foundations of Special Education

OT 6410 Pediatrics and Developmental Disabilities

OT 6420 Occupational Intervention III: Pediatrics and Developmental Disabilities

PT 7342 PT Management of Pediatric Conditions

PT 7344 PT Management of Pediatric Conditions Lab

CD 7112 Augmentative and Alternative Communication

CD 7280 Autism

St. Louis University

ASD

Department of Communication Sciences and Disorders- Speech-language Pathology:

Language I

Language II

Social Communication Disorders

Cognitive-Communication Disorders

Assessment/Management of Communication Disorders in Multicultural Populations

Phonology

Experimental Design

Augmentative/Alternative Communication

Neuropathologies in Children, Professional Issues in Speech-Language Pathology

Advanced Audiology

Aural Rehabilitation

Education Department:

ED 140 Education of the Exceptional Individual (competencies)

ED 360 Disabilities Studies I (competencies)

ED 368 Disabilities Studies III (competencies)

ED 420 Assessment in the School Environment (competencies)

ED 320 Classroom Inclusion and Family Support (competencies)

EDS-I 431 Education and Psychology of the Exceptional Individual (competencies)

EDSP 370 Introduction to Disabilities Studies (competencies)

EDSP 441 Diagnostic and Prescriptive Procedures (competencies)

EDSP 448 Methods for Teaching in the Inclusive Classroom: Middle/Secondary (competencies)

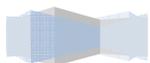
EDSP 456 Special Education Process (competencies)

Social Work Department:

A. Field education in the BSSW Program (2 semesters) and in the MSW Program (up to 4 semesters)

B. One MSW elective course: SWRK 760 Behavioral Interventions with Children and Adolescents.

None are online



Medical Program:

Applied Clinical Skills- 1 course includes a module on autism Note: Topic of autism is also addressed in the Pediatric Clerkship

Southeast Missouri State University

ASD

As reported by the College of Health and Human Services and College of Education:

EX302 - Language Development of Exceptional Child;
EX307- Parents & the Exceptional Child
EX311 - Introduction of the Exceptional Child;
EX318 - Introduction to Cross Categorical;
EX312 - Diagnostic and Remediation of Exceptional Child;
EX304 - Behavior Management;
EX305 - Teach Strategies/Career Dev. for MH Adolescents;
EX 309 - Exceptional Child Education Field Experience;
EX317 – Assessment & Tech of Teaching Exceptional Child;
EX373 - Techniques of Cross Categorical;
EL 455 - Student Teaching Elementary;
EX 471 - Student Teaching Cross Categorical
EX 555 - Introduction to Autism Spectrum Disorder
EX 556 - Language Acquisition and Communication Strategies
EX 557 - Behavior Management and Interventions
EX 558 - Seminar: Research in Autism Spectrum Disorders
EX 559 - Clinical Practicum

ABA

CF531-Basic Principles of Applied Behavior Analysis
CF532-Behavioral Assessment & Data Analysis
CF533-Strategies for Behavioral Intervention & Change
CF534-Supervised Field Experience I
CF535-Supervised Field Experience II

State Fair Community College

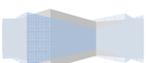
ASD

ECD & EDUC classes are aligned with MoStep guidelines including those listed on Tab A of this document. Additionally, PSY220 Abnormal Psychology covers PDD.

Truman State University

ASD

Introduction to Special Education
Characteristics of Disabled Students



Assessment of Disabled Students
Practica and Internships in Special Education
Teaching Methods in Special Education

University of Central Missouri

ASD

EDSP 4360 Behavior Management Techniques (introduces the fundamental theory of ABA)
EDSP 4423 CrossCat Methods III (Covers the characteristics of ASD, assessment and intervention strategies, and students have an opportunity to observe an interdisciplinary assessment of a student with ASD in our Center for ASD.)
EDSP 2100 Education of the Exceptional Child
EDSP 4140 Conferencing with Families of Exceptional Children
EDSP 4360 Behavior Management Techniques
EDSP 4385 Intro to Cross Categorical Special Education
EDSP 4700 IEP and the Law.

University of Missouri-Columbia

ASD

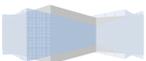
As reported by Psychology and Interdisciplinary Departments:
The School Psychology Department has graduate courses that lead to a Ph.D., including the following:

- 1) Psychological Interventions w/Children & Adolescents I: Behavioral Assessment and Intervention
- 2) Child and Adolescent Psychopathology
- 3) Psychological Assessment of Children and Adolescents I (Cognitive)
- 4) Psychological Assessment of Children and Adolescents II (Psychoeducational)
- 5) Psychological Assessment of Children and Adolescents III (Social and Emotional)
- 6) Psychological Interventions with Children and Adolescents I
- 7) Psychological Interventions with Children and Adolescents II
- 8) Psychological Interventions with Children and Adolescents III
- 9) Pediatric Neuropsychology
- 10) Emotional and Behavioral Disorders of Childhood & Adolescents.

At the graduate level, a Ph.D. in Child Clinical Psychology is offered and graduate coursework includes:

- 1) Developmental Psychopathology
- 2) Clinical Child Assessment
- 3) Clinical Pediatric Neuropsychology
- 4) Clinical Interventions with Children
- 5) Family and Group Process

NOTE: In addition, School Psychology practica can be arranged to include supervised training on the assessment and treatment of children with ASD and other developmental disabilities in school and clinical settings.



Special Education / Interdisciplinary

- 1) Introduction to Autism
- 2) Methods of Teaching Students with Autism
- 3) Social Competence for Students with Autism
- 4) High Functioning Students with Autism
- 5) Young Children with Autism
- 6) Advanced Behavior Management:

ABA

At the Graduate level, the Special Education Department has Advanced Behavior Management: Applied Behavior Analysis. At the Undergraduate level, the Special Education Department has a course titled Behavior Management in Special Education.

For Undergraduate Majors in Cross-Categorical Special Education:

Introduction to Special Education
Behavior Management in Special Education
Introduction and Methods of Cross-Categorical Special Education
Language Development for Exceptional Children
Assessment in Special Education
Career and Vocational Special Education

For All Undergraduate Majors in General Education:

TDP 4020--Inquiry into Learning II---Overview of Special Education including
Students with ASD and Classroom/Behavior Management

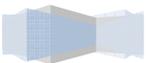
University of Missouri-Kansas City

ASD

EDSP 5506 IEP, Transition, and The Law
EDSP 5507 Introduction to Mild/Moderate Cross-Categorical Disabilities
EDSP 5508 Evaluation of Abilities & Achievement in Special Education
EDSP 5509 Cognition & Lang Dev in Mild/Mod Cross-Categorical Disabilities
EDSP 5510 Apprenticeship Teaching In M/M Cross-Categorical Disabilities
EDSP 5513 Methods of Teaching Students M/M Cross-Categorical Disabilities
EDSP 5514 Soc & Affective Interventions M/M Cross-Categorical Disabilities
EDSP 5516 Philosophical & Family Issues in Special Education
EDSP 5570 Practicum in M/M Cross-Categorical Disabilities
TCH-ED 404 Education of the Exceptional Child and Youth
EDUC 428 Cultural Diversity And American Education

Medical School Requirements

MEDIC 9855-C31 Elective: Pediatric Psychiatry
MEDIC 9703-R1 Elective: Research Autism
MEDIC 9910-C61 Elective: Developmental Behavioral Pediatrics
MEDIC 9851-C31, Elective: Pediatric Neurology
MEDIC 9913-C61, Elective: Infants & Toddlers with Special Needs



University of Missouri-St. Louis

ASD

6 courses in the Certificate in Autism Studies Program, also in the Concentration in Autism and Developmental Disabilities:

Special Education Law

Advanced Behavior Management

Consultation in Schools and Other Settings

Characteristics and Education of Students with Low-Incidence Disabilities

Foundations of Autism Spectrum Disorder: Research to Practice

Assessment and Interventions for Children and Youth with Autism Spectrum Disorder

NOTE: On campus format with required field experience (not online)

1) A Collaborative Partnership

2) Assessment, Diagnosis, Evaluation, and Programming (Special Education Process)

3) Philosophical, Historical, and Legal Foundations of Special Education

All of the following include course content that focuses on ASD:

Clinical Assessment I

PSY7404, Clinical Assessment I

PSY7406, Psychopathology

Developmental Psychology

Clinical Supervision

Clerkship Seminar

Special education courses with general competencies:

SpcEd 6325, SpcEd 6450, SpcEd 6430, SpcEd 6610, SpcEd 6620, EdPsy 6545

ABA

SpcEd 5810: For paraprofessionals with Bachelor's Degree, this Continuing Education course certifies successful participants (BCaBA®). This course is conducted off-campus, but not as an online course.

Washington University

ASD / ABA

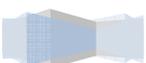
U09-409 Introduction to Behavior Analysis

U09-444 Applied Behavior Analysis I

U09-445 Applied Behavior Analysis II

U09-446 ABA Research Methods and Evaluation

U09-449 ABA Practicum



Webster University

ASD

SPED 5700 School-Based Prevention/Intervention: Response to Intervention
PBIS SPED 5701 Universal School-Wide
PBIS SPED 5702 Secondary Prevention: Targeted Group Interventions
SPED 5703 Applying PBIS: Functional Behavior Assessment and Behavior Support Planning
SPED 5311 Assessment of Functional Skills for Students with Severe Developmental Disabilities
SPED 5312 Curriculum and methods of Teaching Students with Severe Developmental Disabilities
SPED 5313 Augmentative and Alternative Communication for Students with Severe Developmental Disabilities
SPED 5090 Special Education Practicum
SPED 5220 Topics in Special Education: Autism Spectrum Disorder

Wentworth Military Academy - *No ASD / ABA program delivery*

Westminster College

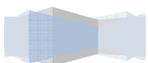
ASD

Education of the Exceptional Child- General Competencies only

William Wood University

ASD

EDU231 Exceptional Child
EDU258 Cross Categorical Disabilities
Edu351 Language Development
EDU415 Conferencing & Consultation
EDU458 Cross Categorical Disabilities



Appendix A- ASD Survey Request Letter



Missouri Department of Higher Education

Building Missouri's future...by degrees

Wednesday, December 2, 2009

Colleagues,

I am writing to you today as Commissioner of MDHE and as a representative of the Missouri Commission of Autism Spectrum Disorders (ASD) to solicit your help in understanding the landscape of higher education and its role in program delivery of Autism Spectrum Disorder and Applied Behavior Analysis (ABA).

The attached survey has been developed by the Education Subcommittee of the Commission. Its development and dissemination is directly related to obligatory language contained in the statute (633.200(6)(3) RSMo):

...the commission shall specifically perform the following responsibilities and report on them accordingly... develop a recommendation for enlisting appropriate universities and colleges to ensure support and collaboration in developing certification or degree programs for students specializing in Autism Spectrum Disorder intervention. This may include degree programs in education, special education, social work, and psychology...

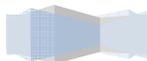
In order for the Subcommittee to make an informed recommendation to the commission, the committee must first understand what programs, certificates, or specializations currently occur throughout Missouri's institutions of higher learning. To that end, we request that institutions elicit relevant staff across campuses to complete this brief survey. If there are multiple departments on your campus that have Autism Spectrum Disorder and Applied Behavior Analysis programs or courses being delivered, please have them fill this survey out by department and then return all surveys attached. Please return the completed survey to Brian Crouse, Research Associate at MDHE at the following address: brian.crouse@dhe.mo.edu . Please submit the survey information by **5pm on December 10, 2009**.

Thank you for taking time to provide the information that is relevant and current for your campus. This information will help to inform the Commission on ASD Education Subcommittee move forward with the work of the larger commission.

Best regards,

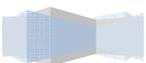
Robert

Commissioner Robert Stein
Missouri Dept. of Higher Education



Appendix B- ASD Survey Instrument

Missouri Commission on Autism Spectrum Disorders Autism Spectrum Disorders Program and Competency Survey of Higher Education Institutions <i>Please scroll over the answer boxes for possible drop down menu use.</i>	
1)	Please indicate which discipline you represent- <input type="text"/>
2)	What is the name of your Institution? <input type="text"/>
3)	What sector is your institution in? <input type="text"/>
4)	What degree and/or certification programs do you offer that prepare professionals to work with individuals with Autism Spectrum Disorders? <input type="text"/>
5)	Do you offer any specializations or options on Autism or Autism Spectrum Disorders within degree or certification programs? <input type="text"/>
6)	Please list all any and all course work that focuses on Autism Spectrum Disorders, or course work that includes competencies for working with individuals with Autism Spectrum Disorders? <input type="text"/>
7)	Do you offer coursework that includes general competencies that are applied by professionals who work with individuals on the Autism Spectrum? Please list courses here. (See Tab A for a complete listing of State Board approved general competencies.) <input type="text"/>
ABA	<p>Below are a few questions to assist us in understanding the Applied Behavior Analysis (ABA) landscape and paths that exist in Missouri’s higher education institutions that lead to ABA expertise and/or national certification. Just as we recognize, discuss and plan for shortages in skilled teachers, medical professionals and other professionals – Missouri recognizes the need to meet shortages in ABA certified professionals. ABA takes what we know about behavior and uses it to bring about positive change (Applied). Applied Behavior Analysts are professionals implementing ABA. Briefly, professionals in applied behavior analysis engage in the specific and comprehensive use of principles of learning, including operant and respondent learning, in order to address behavioral needs of widely varying individuals in diverse settings. Examples of these applications include: building the skills and achievements of children; enhancing the development, abilities, and choices of children and adults with different kinds of disabilities; and augmenting the performance and satisfaction of employees in organizations and businesses. These applications are made across a variety of settings including schools, clinics, and workplaces. This is true even though ABA is embedded in various methodologies employed by professionals- teaching, medicine, psychology, and other disciplines.</p>



8)	<p>Do you offer degree programs and/or certification programs that focus on Applied Behavior Analysis (ABA)? Please list.</p>
9)	<p>Do the degree programs and/or course work your institution offers meet national certification requirements for a BCBA or a BCaBA certificate*?</p> <p style="padding-left: 40px;">* the definitions of both are as follows: BCBA- Board Certified Behavior Analyst- is for persons having earned at least a Masters Degree and having met the eligible requirements set forth by the board. BCaBA-Board Certified Assistant Behavior Analyst- is for persons having earned at least a Bachelors Degree and having met the eligible requirements set forth by the board.</p>
10)	<p style="text-align: center;">If so which one?</p> <p>Please list what ABA course work is delivered on your campus.</p>
11)	<p>IF you do not currently offer Autism Spectrum Disorder and/or Applied Behavior Analysis programs or coursework, but do plan on developing programs or offering future coursework please list what is being proposed or discussed on your campus. This will help us identify emerging programs around the state.</p>
12)	<p>Thank you for your time and consideration with this survey. The information provided will be very important to understanding the higher education landscape as it pertains to Autism Spectrum Disorders and ABA. In light of this, would you be interested in attending a statewide meeting to discuss the needs of Missouri and moving the state forward in meeting the needs of the Autism Spectrum Disorders community?</p>
<p>Survey prepared by the Dept. of Higher Education for the Commission on Autism Spectrum Disorders</p>	



Appendix C- ASD Survey- Background

Missouri Commission on Autism Spectrum Disorder Background Information

In 2008, Missouri's General Assembly passed Senate Bill (SB) 768, adding two new sections relating to Autism Spectrum Disorders to Chapter 633 of Missouri's Revised Statutes (RSMo). Section 633.200 (1) states:

For the purposes of this section, the term "Autism Spectrum Disorder" shall be defined as in standard diagnostic criteria for pervasive development disorder, to include Autistic Disorder: Asperger's Syndrome; pervasive developmental disorder-not otherwise specified; childhood disintegrative disorder; and Rett's syndrome.

Senate Bill 768 created the Missouri Commission on Autism Spectrum Disorders to be housed within the Department of Mental Health. This 24 member commission is made up of legislators, diagnosticians, educators, parents of individuals with diagnosis of an Autism Spectrum Disorder, and persons who have an Autism Spectrum Disorder. The legislation states that the Commission on Autism Spectrum Disorders shall advise and make recommendations to the governor, general assembly, and relevant state agencies regarding all state levels of Autism Spectrum Disorder services, including healthcare, education, and other adult and adolescent services. Further, the commission is responsible for developing a comprehensive statewide plan for an integrated system of training, treatment, and services for individuals of all ages with Autism Spectrum Disorders.

The attached survey has been developed by the Education Subcommittee. Its development and dissemination is directly related to obligatory language contained in the statute (633.200(6)(3) RSMo): "...the commission shall specifically perform the following responsibilities and report on them accordingly... develop a recommendation for enlisting appropriate universities and colleges to ensure support and collaboration in developing certification or degree programs for students specializing in Autism Spectrum Disorder intervention. This may include degree programs in education, special education, social work, and psychology..." In order for the subcommittee to make an informed recommendation to the commission, the committee must first understand what programs, certificates, or specializations currently occur throughout Missouri's institutions of higher learning.



Appendix D- ASD Survey Tab A

ASD Survey Appendix Tab A- General Competencies

MoSTEP 1.2.1.1: Selected SPED Cross-Categorical Education Competencies

For: All General Education Majors

Differentiated Instruction: Approved by MSBE – August 2008

1 The beginning (pre-service) general education teacher will demonstrate knowledge of and/or competency in the following COMMON CORE and Cross-Categorical Education areas of study:

1. Philosophical, Historical, and Legal Foundations of Special Education

COMMON CORE: CC6 [CC1K6] issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.

2. Development and Characteristics of Learners

COMMON CORE:

CC5 [CC2K4] family systems and the role of families in supporting development.

CROSS-CATEGORICAL COMPETENCIES

CAT3 [2.5] effects of poverty in contributing to the development and/or sustaining of mild/moderate disabilities.

CAT4 [2.4] effect of one or more disabilities on an individual's learning.

4 .Instructional Strategies

COMMON CORE:

[CC4S2] strategies to teach individuals how to use self-assessment, problem solving, and other cognitive strategies to meet their needs.

CC3 [CC4S3] selection, adaptation, and use of research-based instructional strategies and materials based on the learning needs of the student.

CC5 [CC4S5] procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.

CROSS-CATEGORICAL COMPETENCIES:

CAT2 [GC4K3] advantages and limitations of instructional strategies and practices for teaching individuals with mild/moderate disabilities.

CAT6 [GC4S1; 4.1, 4.3] effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with mild/moderate disabilities.

CAT8 [GC4S2] identifying and using accommodations, problem-solving, and other research-based methods of modifying the general education curriculum to increase access and success of students with mild/moderate disabilities.

CAT10 [GC4S9] non-aversive techniques to control targeted behavior and maintain attention of individuals with mild/moderate disabilities.

CAT12 [GC4S12] using responses and errors to guide instructional decisions and to provide feedback to learners.



5. Learning Environments and Social Interactions

COMMON CORE:

CC5 [CC5K8] creating learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.

CC7 [5.2] universal precautions to maintain healthy and safe environments.

CC9 [CC5S4-5, 9] modifying learning environment to manage behaviors, including those that encourage active participation in individual and group activities, self-advocacy, and increased independence.

CC15 [6.4] analyzes communicative intent of behavior (i.e., behaviors are messages).

CROSS-CATEGORICAL COMPETENCIES:

CAT1 [GC5K3] methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.

CAT5 [GC5S6; 5.1] effective classroom management theories (including managing time, schedules, reinforcements, and other associated variables), models, and techniques for individuals with mild/moderate disabilities incorporating research-supported practices

7. Instructional Planning

COMMON CORE:

CC7 [CC8S8] making changes in instruction in response to assessment data.

CROSS-CATEGORICAL COMPETENCIES:

CAT1 [GC7K1] integrating academic instruction and behavior management for individuals and groups with mild/moderate disabilities.

CAT3 [GC7S1] planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

CAT4 [GC7S2] selecting and using specialized instructional strategies appropriate to the abilities and needs of the individual.

8. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process)

COMMON CORE:

CC2 [3.1] state and federal legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process.

MoSTEP 1.2.1.1: Selected SPED Cross-Categorical Education Competencies

CROSS-CATEGORICAL COMPETENCIES:

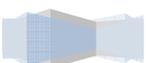
CAT5 [GC8S5] monitoring behavior changes across subjects and activities.

10. Collaborative Partnerships

COMMON CORE:

CC5 [7.6] strategies to address social and emotional issues that impact individuals with disabilities and their families.

CC8 [7.9] strategies for developing effective behavioral support systems within and across school and community settings.



CROSS-CATEGORICAL COMPETENCIES :

CAT4 [GC10K4; 7.10, 7.11] co-planning and co-teaching methods to strengthen content acquisition of individuals with mild/moderate disabilities.

11. Central Concepts, Tools of Inquiry, Structures of the Disciplines

COMMON CORE: NA

CROSS-CATEGORICAL COMPETENCIES:

CAT2 [GC4S4, GC4S14, GC4S16, GC4S15] research-based reading methods and strategies appropriate to individuals with mild/moderate disabilities, with emphasis on systematic instruction in reading, fluency, comprehension, and monitoring strategies; accuracy, fluency, and comprehension in content area reading and written language; and in organizing and composing written products.

CAT3 [GC6S1, GC6S2, GC6S4, GC6S3] research-based methods and strategies for teaching individuals with mild/moderate disabilities to check for spelling accuracy and generalization, for producing legible documents, and for enhancing vocabulary.

ONLY FOR MATHEMATICS AREA OF EMPHASIS:

CAT4 [GC4K6, GC4S5] appropriate research-based instructional strategies for increasing accuracy



Appendix E: Glossary of Acronyms

MDHE Missouri Department of Higher Education

RSMo Revised Statutes for Missouri

CAO Chief Academic Officer

ASD Autism Spectrum Disorders

ABA Applied Behavior Analysis

BCBA® Board Certified Behavior Analyst®

BCaBA® Board Certified Assistant Behavior Analyst®

BACB® Behavior Analyst Certification Board®

Information regarding programs approved by the BACB®, a registry of BCBA® or BCaBA® certificant, and general information about the field of Behavior Analysis can be found at www.bacb.com

