

Special Education (SPED)

Head of the Department: Professor Martin

Professors: Evans, Ragan, Simmons-Mackie

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SPECIAL EDUCATION (SPED)

200. Characteristics of Individuals with Exceptionalities. Credit 3 hours. An introduction to each exceptionality with a survey of characteristics and a review of current trends for meeting the educational needs of individuals with exceptionalities.

260. Introduction to the Development of Children with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: Special Education 200 or permission of the Department Head. An overview of the developmental processes of individuals with the mild/moderate impairments. Emphasis is given to the social, psychological, physiological and cognitive problems associated with mild/moderate impairments. Implications for educational intervention stressed.

361. Development and Evaluation of Curricula for Children with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: Special Education 365 and Junior standing or permission of Department Head. Design and evaluation of social and academic curricula for children with mild/moderate impairments. Practice in selecting goals and objectives, task analysis, preparing developmentally and academically sequenced materials and evaluating intended learning outcomes. Includes critique of commercially prepared curricula based on individual and class profiles.

363. Classroom Organization and Management for the Exceptional Learner. Credit 3 hours. Prerequisites: Special Education 365 and Junior standing or permission of Department Head. This course examines the role of the instructional manager in individualization, developing self-direction and motivation. Focuses on maximizing individual differences, management of time and space, and use of interest centers. Experience component.

365. Behavioral Management Strategies for the Student with Mild/Moderate Impairments. Credit 3 hours. Prerequisites: Special Education 200 and Junior standing or permission of Department

Head. Study and application of a continuum of classroom approaches for effective behavior management. Course will include a review of both humanistic and behavioral techniques that promote responsible classroom management. Students in this course will be able to develop and use management plans that meet the emotional and behavioral need areas of students with mild/moderate impairments.

430/530. Manual Communication. Credit 3 hours. An introduction to fingerspelling and sign language, including applications for individuals with exceptionalities. Supervised practice in fingerspelling and signing.

440/540. Principles of Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours. Prerequisite: Special Education 365 or permission of the Department Head. Course designed to provide students with the basic statistical concepts needed to interpret results of psychological and educational test results. Study is given to those special procedures used to evaluate and diagnose educational problems in exceptional students with particular emphasis on criterion-referenced and developmentally based tests. Practice in design of instruments to evaluate motor, cognitive, language and social/emotional development as well as academic achievement will be included.

441. Practicum in Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours. Pre requisite: Special Education 365 or permission of the Department Head. Concurrent registration in Special Education 440 required. Supervised practice in administering and interpreting standardized and informal tests. Focus on use of criterion-referenced and developmentally based evaluation procedures.

447/547. Advanced Manual Communication. Credit 3 hours. Prerequisite: Special Education 430 or 530 or permission of Department Head. A continuation of beginning manual communication with emphasis on American Sign Language. Application for individuals with hearing impairments. Supervised practice in signing.

457/557. Alternative/Augmentative Communication Strategies for Individuals with Severe/Profound Impairments. Credit 3 hours. Course includes alternative communication modes such as communication boards, sign language, electronic aids, body/gestural systems, and graphic communication aids. Credit cannot be given for both SLH 451 and CSD 551 or SPED 457/557.

458/558. Computer Applications for Individuals with Special Needs. Credit 3 hours. Prerequisites: SPED 200 or 600, EDUC 201 or permission of Department Head. A course designed to provide an overview of microcomputers and other technology with an emphasis on applications for special populations. Topics include:basic computer operations/adaptations, learning theories related to educational/clinical uses of technology, computer-managed instruction, and computer-assisted instruction. Awareness of technology-related ethical issues and knowledge of resources useful to computer users will be components of the course. Credit cannot be given for both SLH 452 and

CSD 552 or SPED 458/558.

465/565. Mainstreaming Practicum. Credit 3 hours. Prerequisite: Special Education 363 or permission of Department Head. Practicum in teaching special education students integrated into the regular classroom. Experience in cooperative planning and coordination and teaching with the regular classroom teacher is provided.

481/581. The Exceptional Family. Credit 3 hours. Prerequisite: Special Education 200 or 600 or permission of the Department Head. To enhance the student's knowledge and empathic understanding of family dynamics in American Society. Special emphasis given to families with atypical children whose presence demands frequent adaptive maneuvers and long-term adjustments. Study of counseling methods applied to the exceptional child and family will constitute a major portion of the course. Appropriate for teachers, counselors, nurses, social workers and others serving the exceptional family.

490. Special Topics Seminar in Special Education. Credit 1-4 hours. Prerequisites: SPED 200 and permission of Department Head. An intensive examination of issues relevant to the field of special education. The course will focus on contributions of research, philosophy, and current best practices as they apply to the education of students with special needs. Course may be repeated for credit as topics vary for a maximum of 12 credit hours.

495/595. The Exceptional Student in the Regular Classroom. Credit 3 hours. This course is designed to assist the regular classroom teacher to better understand and more effectively teach students who have special needs. Major characteristics associated with the various exceptionalities, practical strategies and effective technique for adapting classroom instruction and managing the behavior of groups of students is included.

600. Introduction to the Education of Individuals with Exceptionalities. Credit 3 hours. A course for educators, students in behavioral sciences and students beginning graduate study in education. Study of relevant research dealing with the physical, mental, emotional, and social traits of individuals with exceptionalities. Current issues in the development of educational programs for individuals with special needs will be addressed.

601. Organization and Administration of Classes for Individuals with Exceptionalities. Credit 3 hours. Prerequisite: Special Education 200 or 600. A study of the principles of administration as they pertain to special education. Emphasis will be on class structure, supervision, relationship to the total educational program, and financial structure of classes for Individuals with Exceptionalities.

602. Seminar in Special Education. Credit 3 hours. Prerequisite: Special Education 600 or equivalent. An intensive examination of the issues relative to the special education program. This course will be interdisciplinary in nature and will focus upon contributions of research,

philosophy, history, and recent trends in special education as they apply to the resolution of major issues in special education. May be repeated for a total of 6 hours of credit.

603. Vocational Adjustments of Individuals with Exceptionalities. Credit 3 hours. Prerequisite: Special Education 200 or 600. Identification of vocational needs of individuals with exceptionalities with emphasis on positive student outcomes and adult lifestyles. Visitation of vocational facilities required.

608. Evaluation of Individuals with Exceptionalities. Credit 3 hours. Prerequisite: Special Education 200 or 600, 612 and 662. Theory, administration, and interpretation of formal and informal instruments to assess personal-social-school adjustment, educational level, intellectual functioning, and sensory deficits of individuals with exceptionalities.

612. Behavioral Assessment and Intervention with Individuals with Exceptionalities. Credit 3 hours. Prerequisite: Special Education 200 or 600 or permission of the Department Head. Systematic behavioral assessment and intervention strategies with individuals with exceptionalities. Practical application of strategies with individuals with exceptionalities will be an integral part of the course.

613. Consulting Teacher Strategies. Credit 3 hours. Prerequisite: Special Education 200 or 600. A study of effective techniques and strategies of consultation, collaboration and communication in the schools. The role of consulting teacher will be emphasized.

614. Assessment and Diagnostics/Prescriptive Strategies of Individuals with Exceptionalities. Credit 3 hours. Prerequisites: Special Education 608. Theory, administration, and interpretation of formal and informal assessment measures which assist in designing prescriptive strategies to meet the unique needs of individuals with exceptionalities.

615. Compliance Issues in Special Education. Credit 3 hours. A study of compliance issues as they pertain to special education is presented. Emphasis will be on the Louisiana State Plan for special education, the legal basis for special education, interpretation of federal and state laws, due process proceedings, federal and state litigation, discipline regulations, child identification, state and federal reports, complaint management systems, state, federal, local investigations, free appropriate education, least restrictive environment, and funding.

616. Supervised Internship in Evaluation of Individuals with Exceptionalities. Credit 6 hours. Prerequisites: Special Education 608, 612, 613, 614 and 686 and prior approval of the Department Head. A supervised internship with individuals with exceptionalities. Emphasis will be placed on evaluation and implication for educational intervention through the development of individualized assessment/intervention plans. One hundred child contact hours required.

625. Independent Readings and Research in Exceptionalities. Credit 3 hours. Prerequisites:

Advanced standing in special education and permission of the Department Head. May be repeated for a total of 6 hours credit.

641 [541]. Practicum in Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours. Prerequisite: Special Education 608 or prior approval of the Department Head. Supervised practice in administering and interpreting standardized and informal tests for individuals mild/moderate impairments. Focus on use of criterion-referenced and developmentally-based procedures. Sixty hours of practicum experience are required.

642. Practicum in Special Education Administration. Credit 3 hours. Prerequisites: Completion of all requirements leading to certification in Parish or City School Supervisor/Director of Special Education and permission of Department Head. This course meets the three hour requirement for a practicum in special education administration that is necessary for certification as a Parish or City School Supervisor/Director of Special Education. Course will focus on the role of the administrator in all aspects of implementation of federal, state and local regulations regarding special education.

649. Instructional Strategies for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: Special Education 600 or 650 and 659 or permission of Department Head. The study of instructional arrangements and strategies for implementing appropriate educational programs for students with severe/profound impairments. Utilization of systematic instruction and data to develop and evaluate the effectiveness of programs will be emphasized.

650. Introduction to the Characteristics and Development of Individuals with Severe/Profound Impairments. Credit 3 hours. This course presents an overview of characteristics and development of individuals with severe/profound impairments with an emphasis on the impact on the total life and development of the individual. An exploration of litigation and legislation, and etiology and a study of the effects of the interaction of severe/profound impairments on normal developmental processes will be included. Experience component required.

658. Advanced Strategies of Working with Paraprofessionals and Medical and Related Service Personnel/Health and Safety Procedures for Individuals with Severe/Profound Handicaps. Credit 3 hours. Prerequisite: Special Education 650 or permission of the Department Head. The role of paraprofessionals, medical/related service personnel the existence of the various medical problems, the need for appropriate safety precautions and noneducational therapeutic procedures in working with a person with severe/profound impairments is studied. Includes methods and techniques for obtaining appropriate support personnel, supervising, and coordinating the paraprofessional. Topics such as transportation, physical management, adaptive equipment and medical procedures will be covered.

659. Curriculum Design for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: Special Education 600 or 650 or permission of Department Head. Curriculum design

for individuals with severe/profound impairments is studied. Strategies for inclusion, community-based programming, and instruction in a variety of natural environments will be emphasized.

660. Learning Principles and Classroom Behavior Management and Intervention Strategies for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: Special Education 200, 600, or 650 or permission of the Department Head. This course will provide a review of general learning principles and behavioral analysis techniques appropriate for individuals with severe/profound impairments. Emphasis will be on proactive techniques, environmental structuring and implementation of positive behavior support strategies.

661 [561]. Methods of Designing and Assessing Curricula for Individuals with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: Special Education 200 or 600. Design, adaptation and evaluation of curricula for students with mild/moderate impairments is conducted. Experience in preparing developmentally and academically sequenced materials as well as a review of commercially prepared curricula is included.

662 [562]. Approaches to Teaching Students with Learning and Behavior Problems. Credit 3 hours. Prerequisites: Special Education 200 or 600. Investigation of the various instructional models for teaching students with mild/moderate impairments. Emphasis on strategies which promote motivation and efficient student learning included.

663 [562]. Methods of Teaching Basic Subjects to Students with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: Special Education 200 or 600. This course integrates the basic skills with instructional processes and methods of teaching academic subjects. It includes the individualization techniques and strategies necessary for teaching students with mild/moderate impairments. Experience component.

664 [563]. Classroom Organization and Management for Students with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: Special Education 200 or 600. This course addresses classroom organization strategies to meet the academic and behavioral needs of students with mild/moderate impairments. Scheduling, physical structure of the room and use of learning and interest centers will be addressed as well as non-behavioristic management strategies. Experience component.

665. Humanistic Approaches to Managing the Child with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: Special Education 200 or 600. Non-behavioristic approaches used to assist development of internal control of behavior and actualization of self is studied. Experience component.

675 [575]. Basic Adaptive Skills and Prevocational Needs of Exceptional Individuals. Credit 3 hours. Prerequisite: Special Education 200 or 600 or permission of the Department Head. Attention will be directed toward the basic living and prevocational skills needed by the

exceptional individuals. Experience component.

676. The Inclusive Classroom: Methods of Designing and Assessing Curricula for Culturally and Linguistically Diverse Individuals with Exceptionalities. Credit 3 hours. Prerequisite: Special Education 200 or 600. This course focuses on implications of multicultural trends and issues with relation to designing and choosing curricula. The impact of learning style, culture and language variation on the education of minority students with exceptionalities will be emphasized.

677. Seminar in Communication Disorders in Culturally and Linguistically Diverse Populations. Credit 3 hours. Prerequisite: Special Education 200 or 600. Focuses on study of language development and disorders within a sociocultural perspective. This course will emphasize assessment and intervention of language disorders for handicapped students with culturally diverse backgrounds.

681. Problems of Atypical Language Development. Credit 3 hours. Prerequisite: Special Education 200 or 600. Normal language development will be reviewed and atypical language development patterns will be studied. Identification techniques and approaches to habilitation will be surveyed.

682. Foundations of Early Education for Young Children with Disabilities. Credit 3 hours. Prerequisite: Special Education 200 or 600. An overview of the historical influences, research, controversies, and issues that provide the foundation for early education for exceptional children. Includes a review of model programs, their methods, materials, and rationales and a study of current issues in early intervention programs. Experience component required.

683. Instructional Program Implementation for Young Children with Disabilities. Credit 3 hours. Prerequisite: Special Education 200 or 600. Individual and group teaching strategies are analyzed within the framework of the classroom system and home-based intervention. Curriculum goals and content and the learning environment are studied with reference to developmental process. Experience component required.

684. Biophysical Development, Medical Management and Nutritional Needs of Young Children with Disabilities. Credit 3 hours. Prerequisite: Special Education 200 or 600. An overview of normal development from conception to age five. Includes development of the musculoskeletal systems, and neurological systems as well as influences of genetics, diseases, trauma and chemicals on the developing child. Methods of enhancing gross and fine motor needs will be emphasized. Experience component required.

685. Language Development and Language Disabilities of the Young Children with Disabilities. Credit 3 hours. Prerequisite: Special Education 200 or 600. Normal and abnormal language development and appropriate intervention procedures for the preschool handicapped child with disabilities is explored. Experience component is required.

686. Learning Theory in Applied Settings. Credit 3 hours. Prerequisites: Special Education 600 and 612. Investigation and application of major theories of learning, with emphasis on behavioral and cognitive approaches is presented. Design and implementation of management and instructional procedures in educational settings is included.

687. Research Methods in Special Education and Speech Pathology. Credit 3 hours. Principles, procedures, and techniques of research with an intensive survey of scientific investigations in special education, speech pathology, audiology, and related fields is studied. Emphasis on practical application for teachers/ practitioners is provided. Credit cannot be granted for both SPED 687 and CSD 687.

688. Evaluation of Exceptional Children in Early Intervention. Credit 3 hours. Prerequisites: Special Education 200 or 600. Theory, administration, and interpretation of instrumentation to assess family characteristics, and personal-social, cognitive, motor, communication, self-help, and sensory abilities of young children who are "at risk" or have an identified disability.

693. Teaching Internship in Special Education: Early Intervention Handicapped. Credit 3 hours. Prerequisites: Special Education 658, 682, 683, 684, and or permission of Department Head. Supervised and directed experience in teaching in programs for young children with disabilities, birth to age 5. Course is for students currently employed as full-time early interventionist and pursuing add-on certification in early intervention.

694. Teaching Internship in Special Education: Early Intervention. Credit 6 hours. Prerequisites: Special Education 683 and 684 or permission of Department Head. Supervised and directed experience in teaching in programs for young children with disabilities, birth to age 5. Course is for students not currently employed as an early interventionist, but pursuing early intervention certification.

696. Teaching Internship in Special Education: Severely/Profoundly Impairments. Credit 3 hours. May be repeated for 9 hours credit. Prerequisites: Special Education 659 and 660 or permission of the Department Head. Supervised and directed experience in teaching students with severe/profound impairments in a variety of educational settings.

697. Teaching Internship in Special Education: Mild/Moderate Impairments. Credit 3 hours. Prerequisites: Louisiana elementary certification, Special Education 663 and 664 or permission of Department Head. Supervised and directed experience in teaching in mild/moderate impairments programs.

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