

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. (Summer, Fall, Spring)

210. Characteristics of Individuals with Exceptionalities. Credit 2 hours. Prerequisites: Sophomore standing (30 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. One and a half hour of lecture and one hour laboratory per week. (Summer, Fall, Spring)

260. Introduction to the Development of Children with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

361. Methods and Materials for Teaching Students with Mild/Moderate Disabilities. Credit 3 hours. Prerequisite: SPED 363; EDUC 304 or 308 depending on area of certification(may be taken concurrently). Full SARTE status. This course deals with methods of teaching academic subjects to students with mild/moderate disabilities. It provides practice in selecting goals and objectives, task analysis, preparing developmentally and academically sequenced materials, and evaluating intended learning outcomes. Course will also include techniques for teaching learning strategies and promoting transitions. Two hours lecture and two hours of laboratory per week. (As Needed)

363. Classroom Organization and Management for the Student with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 210. This course deals with techniques and strategies for creating classroom environments that support student learning, including: designing, an appropriate physical setting, developing standards for behavior, and building an atmosphere of caring and respect. Humanistic and behavioral approaches to classroom management are investigated. Additionally, the course focuses on maximizing individual differences, management of time and space, use of centers, scheduling, and working with parents, general educators, and paraeducators. Two hours lecture and two hours of laboratory per week. Must be taken concurrently with SPED 440. (As Needed)

365. Behavior Management Strategies for the Student with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 210, 361, 363, 440, and Full SARTE status. This course provides 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. Candidates in this course will be able to develop and use management plans that meet the emotional and behavioral needs of students with mild/moderate disabilities. Two hours lecture and two hours laboratory per week. (Spring)

366. Methods for Teaching Language Arts to Students with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: Full SARTE status and SPED 210. This course deals with the methods of teaching language arts to individuals with mild/moderate disabilities. It provides practice in selecting goals and objectives for lesson planning, task analysis, preparing developmentally appropriate and academically sequenced materials and evaluating intended learning outcomes. The course will also include techniques for teaching learning strategies and promoting instructional transitions. Candidates will develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. Strategies for working with paraprofessionals and general educators are addressed. Special education majors only. Field experience required. (Fall)

367. Methods for Teaching Mathematics and Other Content Areas to Students with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: Full SARTE status and SPED 210. This course deals with methods of teaching mathematics and content subjects to individuals with mild/moderate disabilities. It provides practice in selecting goals and objectives for lesson planning, task analysis, preparing developmentally appropriate and academically sequenced materials and evaluating intended learning outcomes. The course will also include techniques for teaching learning strategies and promoting instructional transitions. Candidates will develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. Transitional planning for candidates enrolled in the grades 4-8 program is addressed. Special Education majors required. Field experience required. (Fall)

440. Principles of Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours. Prerequisite: SPED 363; EDUC 304 or EDUC 308 depending on area of certification (may be taken concurrently). Full SARTE status. 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. Two hours lecture and two hours laboratory per week. Must be taken concurrently with SPED 361. (As Needed)

441. Practicum in Assessment and Evaluation of Individuals with Exceptionalities. Credit 3 hours. Pre requisite: SPED 361, 363, 365, 440. Supervised practice in administering and interpreting standardized and informal tests. Focus on use of criterion-referenced and developmentally based evaluation procedures as well as measurement and evaluation in the modern school program. Emphasis is placed on the diagnosis of the learners' needs in reading, written expression, and math and prescription of appropriate activities for advancement. Knowledge of and skills for teaching and assessing reading are featured. Must be taken concurrently with SPED 465. One hour of lecture and four hours of laboratory per week. (Summer)

442. Developing Family and Professional Partnerships Through Collaboration. Credit 3 hours. Prerequisites: Full SARTE status and SPED 210. This course provides an overview of the collaborative issues between families and professionals. Family systems and family life cycle theory and issues surrounding families who have children with disabilities are reviewed. Development of communication skills between candidates and families of individuals with disabilities are highlighted. Candidates develop strategies to become effective collaborators with parents/families who have children with disabilities. Special Education majors only. Field experience is required. (Spring)

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. (As Needed)

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. (As Needed)

465/565. Inclusion Practicum. Credit 3 hours. Prerequisite: SPED 361, 363, 365, and 440. Practicum in teaching students with disabilities in inclusive general education classrooms. Experience in cooperative planning and coordination and teaching with the regular classroom teacher is provided. Must be taken concurrently with SPED 441. One hour of lecture and four hours of laboratory per week. (Summer)

481/581. The Exceptional Family. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

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. (Fall, Spring)

495/595. The Inclusion of Students with Disabilities in the Regular Classroom. Credit 3 hours. Prerequisites: SPED 200 or 210, Full SARTE status and Introductory Portfolio. This course provides special and general education candidates with the knowledge, skills, and dispositions necessary to educate students with diverse needs in inclusive classrooms. Content includes characteristics of diverse learners; special education policies, procedures, and forms; interventions; accommodation, modification, and differentiation strategies; assistive technology; collaboration and co-teaching models; group management; assessment techniques; and reflective practice. Must be taken concurrently with EDUC 415, EDUC 484, or ECE 422 depending on area of certification. Field experience is required. Education majors only. (Fall, Spring)

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. (Summer, Spring)

601. Organization and Administration of Classes for Individuals with Exceptionalities. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

602. Seminar in Special Education. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600 and EDF 600 or department consent. Additionally, students pursuing a Master of Education, Special Education must have a completed all degree course work before taking SPED 602. 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. This is the capstone seminar of the graduate program in special education and is the last of the required courses for a Master of Education, Special Education. May be repeated for a total of 6 hours of credit. (As Needed)

603. Transition Issues for Individuals With Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. Identification of transition needs of individuals with disabilities with emphasis on positive student outcomes and adult lifestyles. Visitation of employment facilities required. (Fall, Summer)

608. Evaluation of Individuals with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600. 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 mild/moderate disabilities. (Fall)

612. Behavioral Assessment and Intervention with Individuals with Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. Systematic behavioral assessment and intervention strategies with individuals with disabilities. Practical application of strategies with individuals with disabilities will be an integral part of the course. (Fall, Spring)

613. Consulting Teacher Strategies. Credit 3 hours. Prerequisite: SPED 200 or 210 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. (Summer)

614. Assessment and Diagnostic/Prescriptive Strategies of Individuals with Exceptionalities. Credit 3 hours. Prerequisite: SPED 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. (Odd Fall Semesters)

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. (As Needed)

616. Supervised Internship in Evaluation of Individuals with Exceptionalities. Credit 6 hours. Prerequisites: ESPY 605, and SPED 608, 612, 613, 614, 663, 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. (As Needed)

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. (As Needed)

641. Practicum in Assessment and Evaluation of Individuals with Disabilities. Credit 3 hours. Prerequisite: SPED 608 and SPED 663. Supervised practice in administering and interpreting standardized and informal tests for individuals with disabilities. Focus on use of criterion-referenced and developmentally-based procedures. Sixty hours of practicum experiences are required. (As Needed)

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. (As Needed)

649. Instructional Strategies for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

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. (As Needed)

658. Advanced Teaming Strategies of Working with Paraprofessionals and Related Service Providers. Credit 3 hours. Prerequisite: SPED 200 or SPED 210 or SPED 600 or permission of the Department Head. The focus of this course will be teaming and effective communication strategies for working with paraprofessionals and related service providers. The dynamics of interdisciplinary and interagency teaming including different models of teaming (e.g. multidisciplinary, interdisciplinary, and transdisciplinary) and the concept of role release will be explored. The role of paraprofessionals, and medical/related service providers including methods and techniques for obtaining appropriate support personnel, supervising, and coordinating the paraprofessional will be discussed. Experience component required. (As Needed)

659. Curriculum Design for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

660. Learning Principles and Classroom Behavior Management and Intervention Strategies for Individuals with Severe/Profound Impairments. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

661. Methods of Designing and Assessing Curricula for Individuals with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

662. Approaches to Teaching Students with Learning and Behavior Problems. Credit 3 hours. Prerequisites: SPED 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. (As Needed)

663. Methods of Teaching Basic Subjects to Individuals with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600 and SPED 608. 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 individuals with mild/moderate disabilities. Experience component required. (Spring)

664. Classroom Organization and Management for Students with Mild/Moderate Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600. This course addresses classroom organization strategies to meet the academic and behavioral needs of students with mild/moderate disabilities. Scheduling, physical structure of the room and use of learning and interest centers will be addressed as well as non-behavioristic management strategies. Field experience component required. (As Needed)

665. Humanistic Approaches to Managing the Child with Mild/Moderate Impairments. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600 or department consent. Non-behavioristic approaches used to assist development of internal control of behavior and actualization of self is studied. Experience component required. (As Needed)

667. Assessment and Instruction for Diverse Populations in Inclusive Classrooms. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600 and EDUC 660. This is a core course for graduate students in all master's programs in Curriculum and Instruction. This course provides an understanding of how special education policies and practices are applied in inclusive classrooms. (Fall, Spring)

670. Instructional and Assistive Technology for Individuals with Disabilities in Educational and Community Environments. Credit 3 hours. Instructional and assistive technology classifications, legislation, services and devices; benefits, resources, terminology across environments; impact of technology on learning needs. Field Experience to develop case studies will be an integral part of the course. (Spring)

675. Basic Adaptive Skills and Prevocational Needs of Exceptional Individuals. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

676. The Inclusive Classroom: Methods of Designing and Assessing Curricula for Culturally and Linguistically Diverse Individuals with Exceptionalities. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

677. Seminar in Communication Disorders in Culturally and Linguistically Diverse Populations. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

681. Problems of Atypical Language Development. Credit 3 hours. Prerequisite: SPED 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. (As Needed)

682. Foundations of Early Education for Young Children with Disabilities. Credit 3 hours. Prerequisites: SPED 200, 210 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. Field experience component required. (Fall)

683. Instructional Program Implementation for Young Children with Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 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. (Summer)

684. Biophysical Development, Medical Management and Nutritional Needs of Young Children with Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 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. Experience component required. (As Needed)

685. Language and Literacy Development for Young Children with Disabilities. Credit 3 hours. Prerequisite: SPED 200 or 210 or 600. Normal and abnormal language development and appropriate intervention procedures for young children with disabilities is explored. Content related to emergent and early literacy and the reading process is discussed in the context of providing candidates with the knowledge and skills to design, organize, and apply developmentally appropriate practices in a literacy program for young children with disabilities. Experience component is required. (Fall)

686. Learning Theory in Applied Settings. Credit 3 hours. Prerequisites: SPED 200, 210, or 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. (Summer)

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. (As Needed)

688. Evaluation of Young Children With Disabilities. Credit 3 hours. Prerequisites: SPED 200 or 210 or 600 and 682 or departmental consent. 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. Field experience component required. (Spring)

689. Teaming, Physical, and Medical Management. Credit 3 hours. Prerequisites: SPED 200, 210, or 600 or permission of department head. This course presents an overview of teaming and effective communication strategies for working with paraprofessionals and related service providers; the dynamics of interdisciplinary and interagency issues; the role of paraprofessionals and medical/related service personnel; normal development from conception to age five including development of the musculoskeletal systems, neurological systems and the influences of genetics, diseases, trauma and chemicals on the developing child. (Summer)

693. Teaching Internship in Special Education: Early Intervention of Young Children with Disabilities. Credit 3 hours. Prerequisites: SPED 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. (As Needed)

694. Teaching Internship in Special Education: Early Intervention. Credit 6 hours. Prerequisites: SPED 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. (As Needed)

696. Teaching Internship in Special Education: Severely/Profoundly Impairments. Credit 3 hours. May be repeated for 9 hours credit. Prerequisites: SPED 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. (As Needed)

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

703. Advanced Transition Issues for Individuals with Disabilities. Credit 3 hours. This course will focus on advanced transition needs of individuals with mild/moderate disabilities. An emphasis will be on positive student outcomes and adult lifestyles. Candidates will acquire the knowledge and skills necessary to guide students in the development of IEPs and transition plans. Additionally, candidates will consider culture and diversity when assisting students in taking active roles in developing education and lifestyle goals. There will be a field component incorporated into this class. (Fall, Summer)

704. Effective Practices in Instructional and Assistive Technology. Credit 3 hours. Prerequisite: SPED 670. Current practices, strategies, planning, and device knowledge and skills necessary to implement services for individuals with disabilities. Field experience to develop case studies will be an integral part of this course. (As Needed)

705. Evaluation and Assessment for Instructional and Assistive Technology. Credit 3 hours. Prerequisite: SPED 670. Theory, administration, and interpretation of formal and informal assessment measures to determine the need for assistive technology devices and services. Professional and ethical practice, collaboration, problem solving, and the decision process in educational settings will be emphasized. Field experience to develop case studies will be an integral part of the course. (As Needed)

706. Practicum in Instructional and Assistive Technology for Individuals with Disabilities. Credit 3 hours. Prerequisites: SPED 670, 704, and 705. This course will entail candidates developing and implementing action research in instructional and assistive technology for individuals with disabilities. (As Needed)

708. Theories and Approaches to Assessing Individuals with Disabilities. Credit 3 hours. This course focuses on assessment theories, creating, administering, scoring, and interpreting informal and formal assessment instruments that meet the diverse needs of individuals with disabilities. Assessment activities include addressing social, visual/motor, and sensory deficits of individuals with disabilities. (Fall)

710. Advanced Theory and Practice in Assessment and Evaluation of Individuals with Exceptional Learning Needs. Credit 3 hours. Prerequisite: SPED 708. Advanced course in the principles of tests and measurement. The course covers the various tenets of test theory and principles to determine technical adequacy of test scores. Basic concepts including: reliability, validity, norms, and methods of expressing test scores statistically are studied. Test administration, scoring, and interpretation applied to individuals with exceptionalities. Practice in test administration, interpretation, and educational diagnosis for Educational Diagnosticians. The course will examine CHC theory and other classical and item response theory models. (As Needed)

716. Supervised Internship in Evaluation of Individuals with Exceptionalities. Credit 3 hours. Prerequisites: EPSY 605, SPED 612, 613, 614, 708, 710, or prior approval of department head, and special education certification. A supervised internship with individuals with exceptionalities. Emphasis will be placed on evaluation and implication for educational intervention through development of individualized assessment/intervention plans. Field experience component required. (As Needed)

741. Practicum in Linking Assessment to Instruction. Credit 3 hours. Prerequisites: SPED 708 and 763. This course provides supervised practice in implementing research-based assessment and instructional practices to individuals with disabilities in inclusive classroom settings. The practicum focuses on data-based decision making that links research-based assessment results to instructional methods and strategies that will impact achievement for individuals with disabilities. Candidates will be required to collaborate with individuals with disabilities, their family members, school faculty and administrators, and other interested stakeholders that have relationships with individuals with disabilities. (As Needed)

763. Advanced Methods of Teaching Individuals with Disabilities. Credit 3 hours. Prerequisite: SPED 708. This course will enhance and expand candidates basic knowledge about instructional processes and methods of teaching academic subjects to students with disabilities through strategies, direct instruction, differentiating instruction, and universal design for learning. A special emphasis will be on communication/literacy issues with respect to individuals with disabilities. This course will enable candidates to develop skills needed to proceed with National Board for Professional Teaching Standards certification. (Spring)

765. Humanistic Approaches to Developing Inclusive Classrooms. Credit 3 hours. Prerequisite: SPED 200, 210, or 600. Non-behavioristic approaches used to assist development of appropriate behaviors in inclusive classrooms will be explored. Field experience component is required. (As Needed)

767. Advanced Strategies for Developing Partnerships with Families of Children and Youth with Disabilities. Credit 3 hours. This course is designed to develop an understanding of exceptional families and the dynamics, roles, and relationships within families, schools, and communities in a pluralistic society. Special emphasis is placed on application of family systems theory, development of family/school partnerships, and examination of the impact of special education laws and policies on exceptional families. Field experience component required. (Summer, Fall)

770. Capstone Seminar. Credit 3 hours. This is the capstone seminar for candidates enrolled in the Professional Special Education Program. Emphasis is placed on preparing special educators for the roles as teacher leaders and collaborators for change and improvement in districts and schools. Further, candidates will expand their knowledge of strategies that will prepare them to continue to be lifelong learners. The competencies of this course are derived from the requirements for teachers by the national standards for the Council for Exceptional Children, the Standards for the NBPTS (Exceptional Needs Specialist), NCATE, and INTASC, and guidance from the special education program faculty. Must be taken during final semester of course work. (Fall, Spring)