

tools are used in both theory and practice. Emphasis is placed on developing the ability to communicate with classroom teacher regarding diagnostic findings and the suggested corrective procedures which the teacher may utilize.

SP. ED. 608: SEMINAR ON SOCIAL, ECONOMIC, AND CULTURAL FACTORS OF DEPRIVATION (2). An examination of research findings in reference to factors of deprivation with underprivileged children and some suggested educational programs.

SP. ED. 609: EDUCATING THE SOCIALLY AND EMOTIONALLY DISTURBED CHILD (2). The educational significance of emotional involvement is discussed and the developmental aspects of deviant behavior considered. Emphasis is placed on an analysis of past and current practices in the education of the socially and emotionally maladjusted. Of particular significance is the recent work in controlled stimuli and in the structured classroom approach. Therapeutic and preventive measures are dealt with to some degree as they pertain to the classroom.

SP. ED. 610: PSYCHOLOGY OF THE NEUROLOGICALLY IMPAIRED (2). While the major consideration in this course is with the psychological aspects of neurological impairment, some consideration is given to the physical and medical relationships. General anatomy is introduced as a springboard for the understanding of neural pathology. Models of various sense organs as well as of the the central nervous system are used for concreteness. Etiological factors are discussed. Consultant specialists are used in lecture and demonstration meetings. Emphasis is given to perceptual disturbance as well as the psychopathological disturbance of speech, hearing, reading, and thinking. Some concern is paid to the clinical evaluation of brain-injured children.

SP. ED. 611: ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION PROGRAMS (2). Current administrative and supervisory practices. Administrative aspects will be concerned with program development, budgeting and expeditive of funds, certification of teachers, child accounting and other record keeping. Supervisory aspects will be concerned with classroom program improvement, working with teachers, working with administrators, etc.

SP. ED. 616: EDUCATION OF EXCEPTIONAL CHILDREN (2). The application of Special Methods, techniques, and materials in the classroom instruction of each of the following classifications of expectional children: Mentally Retarded Educable; Mentally Retarded Trainable; Gifted; Socially and Emotionally Maladjusted; Blind and Partially Sighted; Deaf and Hard of Hearing, Neurologically and Physically Handicapped. This course is designed specifically to approach the problem from the School Psychologist's point of view as Supervisor of Special Education.

Special Education for the Socially & Emotionally Maladjusted

I. The Professional Core

ED.	601	Methods of Research*	2 s.h.
ED.	603	Philosophy of Education*	2 s.h.
PSY.	601	Human Growth and Development*	2 s.h.
PSY.	602	Statistics in Psychological Research*	3 s.h.

*Required for the Master of Education degree.