SPED - SPECIAL EDUCATION (SPED)

SPED 291 Research
Credits 0 to 4, 0 to 4 Other Hours.
Research conducted under the direction of faculty member in special education. May be repeated 2 times for credit.
Prerequisites: Freshman or sophomore classification and approval of instructor.

SPED 302 Instructional Design for Students with Disabilities
Credits 3. 3 Lecture Hours.
Familiarizes pre-service teachers with research associated with effective teaching; designing and implementing of instruction for students including those with mild to moderate disabilities; designing and managing environments and materials.
Prerequisites: INST 210; junior classification.

SPED 310 Instructional Strategies for Students with Disabilities
Credits 3. 3 Lecture Hours.
Research-based strategies and techniques in teaching students who are at-risk academically or students with disabilities in a variety of general and special education settings; addresses teaching of academics, teacher strategies for engagement and incorporating the use of technology.
Prerequisite: Admission to professional phase of program.

SPED 311 Assessment of Students with Disabilities
Credits 3. 3 Lecture Hours.
Instruction in formal and informal assessment techniques used with students with disabilities, including progress monitoring; development of Individualized Educational Program plans and the IEP process.
Prerequisite: Admission to professional phase of program.

SPED 312 Effective Reading Instruction for Students with Diverse Abilities
Credits 3. 3 Lecture Hours.
Information and competencies in research-based reading instruction for students who have disabilities, are struggling readers, and are bilingual/multilingual; includes reading assessment, dyslexia and effective instruction in phonemic awareness, phonics, reading fluency, vocabulary and comprehension, Response to Intervention (RTI) strategies, and data driven decision-making.
Prerequisite: Admission to professional phase of program.

SPED 314 Effective Mathematics Strategies for Students with Disabilities
Credits 4. 4 Lecture Hours.
Information and competencies through instruction in effective mathematics instruction for students P-12 with academic learning problems and/or disabilities; effective instruction design and teaching techniques, implementation of research-based methods relevant for active authentic learning; considers state and national standards related to teaching and learning mathematics.
Prerequisites: Admission to professional phase of program.

SPED 414 Methods and Issues in Low-Incidence Disabilities
Credits 3. 3 Lecture Hours.
Overview of learning and behavioral characteristics of individuals with low-incidence disabilities such as intellectual disability, autism, physical disabilities, traumatic brain injury, sensory impairments, and multiple disabilities; research-based practices in assessment and education and designing educational environments that facilitate active participation, self-advocacy and independence.
Prerequisites: Admission to professional phase of program.

SPED 442 Teaching Students with Emotional Disturbances and Behavior Disorders
Credits 3. 3 Lecture Hours.
Research-based techniques and materials used in the instruction of students who have emotional and behavioral disorders across a variety of classroom and other educational environments; includes identification and assessment issues, placements, family involvement, and historical and legal issues.
Prerequisites: Admission to professional phase of program.

SPED 471 Classroom Management and Behavioral Interventions
Credits 3. 3 Lecture Hours.
Effective management of classrooms; includes research-based models of classroom discipline, proactive strategies that prevent misbehavior, interventions that decrease problem behaviors, and management systems appropriate for students with disabilities.
Prerequisites: Admission to professional phase of program.

SPED 491 Research
Credits 0 to 4, 0 to 4 Lecture Hours.
Research conducted under the direction of faculty member in special education. May be repeated 2 times for credit.
Prerequisites: Junior or senior classification and approval of instructor.