

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 Planning and Teaching with Explicit Instruction

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:** Grade of C or better in INST 210; or approval of instructor.

SPED 303 Characteristics and Educational Considerations of Disabilities

Credits 3. 3 Lecture Hours. Advanced instruction in the history, concepts, perspectives, and characteristics of individuals with exceptionalities; examines the history of discrimination against people with disabilities; exploration of each of the eligibility categories under the Individuals with Disabilities Education Act (IDEA) and corresponding characteristics; emphasis on culturally responsive communication and support. **Prerequisites:** Grade of C or better in INST 210 or approval of instructor.

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 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 316 Classroom Management and Behavioral Interventions - Tier 1 and 2 Supports

Credits 3. 3 Lecture Hours. Application of effective classroom management strategies, including evidence-based models of classroom discipline, proactive strategies to prevent misbehavior, effective responses to problem behaviors, and ethically appropriate discipline procedures for students with disabilities. **Prerequisites:** Grade of C or better in INST 210 or approval of instructor; admission to professional phase of program.

SPED 321 Assessment of Students with Disabilities

Credits 3. 3 Lecture Hours. Instruction in formal and informal assessment techniques used with students with disabilities, including interpreting and communicating scores; topics include the response to intervention (RTI) process; selecting assessments; describing assessments; using assessments to inform the development of Individualized Educational Programs (IEPs); and designing assessment for progress monitoring; development of knowledge and skills to be able to individually assess students with disabilities, and to understand and make data-based decisions using other measures as applicable. **Prerequisites:** Grade of C or better in INST 210; or approval of instructor; admission to professional phase of program.

SPED 325 Professional Skills and Dispositions I

Credit 1. 1 Lecture Hour. Study and development of skills focusing on collaboration, instruction, classroom management and professionalism in P-12 schools; Texas Education Agency (TEA) requirements and certification process monitored. Must be taken on a satisfactory/unsatisfactory basis. **Prerequisites:** Grade of C or better in SEFB 315; SEFB 325 or concurrent enrollment; admission to the professional phase of program.

SPED 326 Classroom Management and Behavior Interventions: Tier 3 Supporting and Managing Intensive Behavior

Credits 3. 3 Lecture Hours. Exploration and application of strategies to support students who engage in behaviors requiring intensive, individualized supports; communication of policies related to behavior management and supporting students with exceptionalities; conducting and analyzing data from a functional behavioral assessment (FBA); writing and implementing a behavior intervention plan (BIP) based on synthesized data; topics include legal and ethical guidelines, components of FBAs and BIPs, data collection, teaching replacement behaviors, and collaboration with other professionals. **Prerequisites:** Grade of C or better in SPED 316 or approval of instructor; admission to professional phase of program.

SPED 410 Professional Skills and Dispositions II

Credit 1. 1 Lecture Hour. Study and development of skills focusing on collaboration, instruction, classroom management and professionalism in P-12 schools; Texas Education Agency (TEA) requirements and certification process monitored. Must be taken on a satisfactory/unsatisfactory basis. **Prerequisites:** Grade of C or better in SEFB 320 and SPED 320; SEFB 410 or concurrent enrollment; admission to professional phase of program.

SPED 411 Assessment in Action: Writing and Implementing Individualized Education Programs

Credits 3. 3 Lecture Hours. Application of assessment scores and stakeholder input to create individualized education programs (IEPs); exploration of the evaluation process and the development of individualized family service plans (IFSPs) and transition plans; development of an IEP based on a real case or case study; topics include translating assessment data, writing present levels and goals, selecting appropriate services, accommodations, and modifications, and participating in an Admission, Review, and Dismissal (ARD) meetings. **Prerequisites:** Grade of C or better in SPED 321; or approval of instructor; admission to professional phase of program.

SPED 412 Adapting the General Curriculum

Credits 3. 3 Lecture Hours. Methods of academic instruction in core content areas for learners with extensive support needs, emphasis on evidence-based practices, linking instruction to state-standards, age appropriate instruction, application of systematic instruction and response prompting, data-based decision making, building learners communicative competence, and generalization of skills. **Prerequisites:** Grade of C or better in INST 210 or approval of instructor; 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 418 Transition Planning and Preparation for Students with Disabilities

Credits 3. 3 Lecture Hours. Overview of the psychological, social, physical and cognitive development of students with disabilities; career assessment; programmatic options within educational and employment settings; transition models from school to adult settings. **Prerequisites:** Grade of C or better in INST 210 or approval of instructor; 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 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.