SPED 291 Research
Credits 4.0 to 4.0 or 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 3.0 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 3.0 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 3.0 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 3.0 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 4.0 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 3.0 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 3.0 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 1.0 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 3.0 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.