

# Special Education Courses

## Special Education

<b>SPED</b>	<b>303</b>	<b>Roles of the Special Educator</b>	<b>(3)</b>
<p>Examines: a) professional roles and responsibilities of special educators in K–12 schools, b) collaborative and inclusive program models for special education, c) collaboration among various educators, family members, and community agencies in providing appropriate services and educational plans for special education students, and d) laws and State rules and regulations that govern the program.</p>			
<b>SPED</b>	<b>308</b>	<b>Principles and Application of Special Education Assessment</b>	<b>(3)</b>
<p>Students gain an understanding of statistical procedures and basic processes for collecting and analyzing observational information, criterion referenced and environmental assessment in diagnosis and special education development. Students administer, score, and interpret norm-referenced instruments, analyze results in combination with data from other assessment processes, determine eligibility, and develop educational programs. Field work is required.</p>			
<b>SPED</b>	<b>327</b>	<b>Technology for Teaching Exceptional Learners</b>	<b>(2)</b>
<p>Technology can be a powerful instructional tool in both the special and general education classrooms. Instructional Technology (IT) can be used by special educators to facilitate the delivery of instruction while Assistive Technology (AT) can be used to help students with disabilities to function more independently in the classroom and beyond. Students will become familiar with a wide variety of technologies and their applications for students with mild-moderate disabilities, sensory impairments, physical disabilities, severe disabilities, and communication disorders. In addition, students will learn methods for evaluating the technology needs of individuals with disabilities and how to identify the most appropriate technology for students with disabilities.</p>			
<b>SPED</b>	<b>335</b>	<b>Mild/Moderate Special Education Methods K-6</b>	<b>(3)</b>
<p>This course explores the current research on best practices regarding curriculum and instruction for students with mild to moderate disabilities in K–6 settings. Students learn to apply interventions that assist students with learning difficulties in reading, math, and written and oral expression. Students also learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend fifteen clock hours in a field placement.</p>			
<b>SPED</b>	<b>336</b>	<b>Severe Special Education Methods K-6</b>	<b>(3)</b>
<p>This course prepares special educators to deliver quality educational services to students with severe learning and behavioral disabilities. Students will conduct three instructional programs in the areas of discrimination task, motor task, and habit, rule, or discrete behavior chain. Students will also learn how to determine instructional needs, develop IEPs, use prompting and fading strategies, implement differential reinforcement and error correction, and understand how to analyze the learning environment for the impact it has on students.</p>			
<b>SPED</b>	<b>340</b>	<b>Mild/Moderate Special Education Methods 7-12</b>	<b>(3)</b>
<p>This course explores the current research regarding methods to serve students with disabilities in the general education classroom. Students learn to apply learning strategies to reading, writing, mathematics, and study skills. Students also develop transition programs to enhance student learning. Students also learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend fifteen clock hours in a field placement.</p>			
<b>SPED</b>	<b>341</b>	<b>Severe Special Education Methods 7-12</b>	<b>(3)</b>

