Master of Arts (M.A.), Major in Elementary Education-Bilingual/Bicultural

**Admission Policy**

For information regarding admission application requirements and deadlines, please visit the Graduate College website at http://www.gradcollege.txstate.edu/bibi.html.

**Course Work Requirements**

<table>
<thead>
<tr>
<th>Education Course Work</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5306 Evaluative Techniques for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>CI 5327 Principles and Practices in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>CI 5330 Multicultural Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CI 5336 Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>CI 5374 Bilingual/ESL Content Area Instruction</td>
<td>3</td>
</tr>
<tr>
<td>CI 5387 Bilingual Education: Principles and Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Thesis Course Work**

Choose a minimum of 6 hours

<table>
<thead>
<tr>
<th>Thesis Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 5199B Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CI 5299B Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CI 5399A Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CI 5399B Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CI 5599B Thesis</td>
<td>6</td>
</tr>
<tr>
<td>CI 5999B Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

**Minor Course Work**

Choose a 6-hour minor (Needs advisor approval)

<table>
<thead>
<tr>
<th>Minor Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 5199B</td>
<td>6</td>
</tr>
<tr>
<td>ENG 5299B</td>
<td>6</td>
</tr>
<tr>
<td>ENG 5399B</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Hours**

30

If a student elects to follow the thesis option for the degree, a committee to direct the written thesis will be established. The thesis must demonstrate the student’s capability for research and independent thought. Preparation of the thesis must be in conformity with the Graduate College Guide to Preparing and Submitting a Thesis or Dissertation. The thesis handbook may be accessed at http://www.gradcollege.txstate.edu/docs/Thesis_Diss_Guide.pdf.

**Thesis Proposal**

The student must submit an official Master’s Thesis Proposal form to their thesis committee. The required thesis proposal form may be obtained from The Graduate College at http://www.gradcollege.txstate.edu/gcforms.html. After signing the form and obtaining committee members’ signatures, graduate advisor’s signature (if required by the program), and the department chair’s signature, the student must submit the thesis proposal form with one copy of the proposal attached to the dean of The Graduate College for approval before proceeding with research on the thesis. If the thesis research involves human subjects, the student must obtain exemption or approval from the Texas State Institutional Review Board prior to submitting the proposal form to The Graduate College. If the thesis research involves vertebrate animals, the proposal form must include the Texas State IACUC approval code. It is recommended the thesis proposal form be submitted to the dean of The Graduate College by the end of the student’s enrollment in 5399A.

**Thesis Committee**

The thesis committee must be composed of a minimum of three approved graduate faculty members.

**Thesis Enrollment and Credit**

The completion of a minimum of six hours of thesis enrollment is required. Enrollment for the thesis will be in course number 5399A for a student’s initial thesis enrollment and a thesis B course for each subsequent thesis enrollment in the field in which the subject matter of the thesis falls, e.g., ENG 5399A, ENG 5199B, ENG 5299B, ENG 5399B, ENG 5599B, and ENG 5999B. Preliminary discussions regarding the selection of a topic and assignment to a research supervisor will not require enrollment for the thesis course.

A student will be required to enroll in and pay the fee for at least one hour of the thesis course during any term in which the student will receive thesis supervision or guidance and/or in which the student is using university resources. Failure to register for the thesis course during a term in which supervision is received may result in postponement of graduation. After initial enrollment in 5399A, the student will continue to enroll in a thesis B course as long as it takes to complete the thesis. In the rare case when a student has not previously enrolled in thesis and plans to work on and complete the thesis in one term, the student will enroll in both 5399A and 5399B. The only grades assigned for thesis courses are PR (progress), CR (credit), W (withdraw), and F (failing). If acceptable progress is not being made in a thesis course, the instructor may issue a grade of F. If the student is making acceptable progress, a grade of PR is assigned until the thesis is completed. The minimum number of hours of thesis credit (“CR”) will be awarded only after the thesis is filed in the Alkek Library and the librarian has electronically returned the thesis card to the office of The Graduate College.

A student who has selected the thesis option must be registered for the thesis course during the term or Summer I (during summer the thesis course runs ten weeks for both sessions) in which the degree will be conferred.

**Fee Reduction**

A master’s degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A. Education Code, Section 54.054. Please refer to the section titled Fee Reduction in the Additional Fees and Expenses chapter of this catalog for more information.

**Thesis Deadlines and Approval Process**

Thesis deadlines are posted at the following web page: http://www.gradcollege.txstate.edu/Thes-Diss_Info/T-D_Deadlines.html. The completed thesis must be submitted to the chair of the thesis committee no later than 41 days before the date of the commencement at which the degree is to be conferred.

The following must be submitted to the office of The Graduate College no later than 24 days, not counting weekends or holidays, before the date of commencement at which the degree is to be conferred (see The Graduate College webpage for specific deadlines):
1. The Thesis/Dissertation Committee Approval form bearing original signatures of the student and all committee members.

2. One (1) copy of the thesis in final form, approved by all committee members, on standard paper (Hard-copy Submission Option) or PDF of the thesis in final form, approved by all committee members, uploaded in the on-line Vireo submission system (Vireo On-line Submission Option).

After the dean of The Graduate College approves the thesis, the process is as follows:

1. For the Vireo On-line Submission Option:
   a. No copies are required to be submitted to the Alkek Library. However, Alkek will bind copies submitted that the student wants bound for personal use. Personal copies are not required to be printed on archival quality paper. The student will take the personal copies to the Alkek Library and pay the binding fee for personal copies.

Master’s level courses in Curriculum and Instruction: CI (p. 2), DE (p. 7), ECE (p. 8), EDTC (p. 9), RDG (p. 9), SPED (p. 12)

Courses Offered

Curriculum and Instruction (CI)

CI 5199B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. 

Grade Mode: Credit/No Credit about Thesis

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

CI 5299B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. 

Grade Mode: Credit/No Credit about Thesis

2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

CI 5302. Practical Statistics for Educators.
This course uses graphical and numerical techniques to explore school related data, characterize patterns, and describe departures from patterns. The study of statistics will allow teachers to critically evaluate students, their teaching, and the results of educational research.

Grade Mode: Standard Letter about Practical Statistics for Educators

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

This course is an in-depth study of the mathematics content and methodology derived from principles of learning and research. The course will explore the skills needed in cooperative planning, provide methods of organizing mathematical principles into lessons for pupils, and examine techniques for evaluating pupil progress.

Grade Mode: Standard Letter about Teaching Math in the Elementary School

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

CI 5304. Teaching Mathematics and Science in the Elementary School.
The importance of problem solving in elementary mathematics and science is explored. Class activities emphasize the role of mathematics in collecting, recording, analyzing, and communicating scientific observations.

Grade Mode: Standard Letter about Teaching Mathematics and Science in the Elementary School

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

This course focuses on study of congruency, similarity, transformations, coordinate geometry, and measurement using cognitively guided instruction. Van Hiele’s model will be used, and the importance of modeling relationships with and without technology will be taught. This course is designed for elementary school teachers with a mathematics specialization. Justification: This course addresses competencies required for this certificate as delineated by the Texas Education Agency.

Grade Mode: Standard Letter about Methods in Geometry for Elementary Math Teachers

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

CI 5306. Evaluative Techniques for the Classroom Teacher.
An in-depth study of the objectives of evaluation, teacher-made tests, interpretation of standardized test results, self-evaluation, program evaluation, school evaluation, socio-metric techniques and their use, and reporting to parents. Prerequisites: CI 5390, CI 5314, CI 5333, CI 5363, CI 5370, RDG 5324, and an Overall GPA of 3.0.

Grade Mode: Standard Letter about Evaluative Techniques for the Classroom Teacher

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

This course for elementary math teachers covers graphical and numerical techniques to explore data and describe patterns and departures from patterns using cognitively guided instruction. The course focuses on statistical inference, making and evaluating predictions, and designing problems to solve using the theory of probability and its relationship to sampling.

Grade Mode: Standard Letter about Probability and Statistics Methods for Elementary Math Teachers

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
CI 5308. Introduction to Gifted/Talented Education.
An introduction to gifted/talented education that covers: analysis of conceptions of giftedness and talent; examination of policies related to gifted/talented education; survey of assessment practices, pedagogy, program options, and equity issues.
about Introduction to Gifted/Talented Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Introduction to Gifted/Talented Education

CI 5309. Talent Development.
This course examines theories, research and pedagogy related to talent development throughout the life course. Topics include ways to support expertise development, critical youth development and becoming.
about Talent Development
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Talent Development

CI 5310. Creativity: Theories, Research, and Applications.
A multidisciplinary exploration of creativity theories, research, and applications. Implications of current theory and research for creative thinking and innovation. Designed for Master's degree students in Education.
about Creativity: Theories, Research, and Applications
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Creativity: Theories, Research, and Applications

CI 5311. Practicum in Talent Development.
This course is a capstone course in which students develop and apply knowledge and skills in talent development in an educational setting. Graded on a credit (CR), no credit (F) basis. Prerequisites: CI 5310; CI 5308 or CI 5309; CI 5319 or CI 5383; and one of the following: CI 5324, CI 5359, or CI 5368.
about Practicum in Talent Development
3 Credit Hours. 0 Lecture Contact Hours. 6 Lab Contact Hours.
Grade Mode: Credit/No Credit
about Practicum in Talent Development

A study of current trends in methods of instruction in the language arts, a study of research findings, and an examination of selected media and materials. Also identifies the relation of language arts to other aspects of the elementary school curriculum and the most effective diagnostic techniques for the language arts.
about Elementary Language Arts: Current Trends
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Elementary Language Arts: Current Trends

CI 5313. Research Seminar in Human Growth and Development.
Training for teachers (elementary or secondary), counselors, supervisors, and administrators to improve their professional effectiveness through the direct study of individual students according to an organizing framework of scientific knowledge of human growth and development; emphasis on the physical processes, the affective processes, and peer relationships.
about Research Seminar in Human Growth and Development
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Research Seminar in Human Growth and Development

CI 5314. Human Growth and Development II.
For teachers (elementary or secondary), counselors, supervisors, and administrators to increase their understanding of the motivation, the developmental level, and the abilities of individual students by a direct study of individuals in the classroom; emphasis on increasing scientific knowledge of culture, self-development, and self-adjutative areas of development.
about Human Growth and Development II
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Human Growth and Development II

CI 5315. Coaching Skills for Elementary Math Mentors.
This course focuses on using guidance and feedback to help teachers improve math instruction. Specific attention is given to roles and responsibilities of math content coaches, including their function in coaching a professional learning community, and the roles of math mentors in helping new and experienced teachers.
about Coaching Skills for Elementary Math Mentors
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Coaching Skills for Elementary Math Mentors

CI 5316. Problem-Solving, Reasoning, and Modeling for Elementary Math Teachers.
This course examines numerical reasoning and problem-solving with particular attention to heuristics, strategies, and modeling. Students will learn methods for mental computation and computational estimation, and algorithmic processes. The course is for elementary math teachers.
about Problem-Solving, Reasoning, and Modeling for Elementary Math Teachers
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problem-Solving, Reasoning, and Modeling for Elementary Math Teachers

Alternative teaching models based on learning theory. Course designed to assist the elementary teacher in selecting appropriate strategies for meeting student learning styles and to broaden the scope of elementary school methodology.
about Teaching Strategies for Elementary Teachers: Alternative Models
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Strategies for Elementary Teachers: Alternative Models

CI 5319. Social, Emotional, and Cultural Contexts of Advanced Development.
This course explores social, emotional, and cultural context issues related to precociousness, creativity, and high performance in children and adolescents, with an emphasis on practices in school environments.
about Social, Emotional, and Cultural Contexts of Advanced Development
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Social, Emotional, and Cultural Contexts of Advanced Development

CI 5319. Social, Emotional, and Cultural Contexts of Advanced Development.
This course explores social, emotional, and cultural context issues related to precociousness, creativity, and high performance in children and adolescents, with an emphasis on practices in school environments.
about Social, Emotional, and Cultural Contexts of Advanced Development
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Social, Emotional, and Cultural Contexts of Advanced Development
CI 5322. Middle School Instructional Strategies and Practices.
Description and analysis of curriculum, sources, organization, and development for middle level students. Preparation of developmentally responsive curriculum including direct, inquiry, cooperative learning, and constructivist strategies that adhere to state and national standards and assessments. Overview of expectations, routines, and procedures for classroom management.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about Middle School Instructional Strategies and Practices

CI 5323. Middle School Philosophy and Learning.
Middle school philosophy focusing on young adolescents’ cognitive, emotional, social, and physical needs. Instructional delivery strategies and assessments that are developmentally responsive and adhere to state and national standards. Positive learning environments that include family and community collaboration. Philosophical and historical foundations of the middle school movement. Prerequisite: CI 5322.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about Middle School Philosophy and Learning

CI 5324. Systems for Advanced Academics and Talent Development.
This course examines systems, organizational models, strategies and assessment approaches that facilitate advanced academics and talent development processes in K-12 school settings. Prerequisite: CI 5308.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about Systems for Advanced Academics and Talent Development

CI 5326. Curriculum & Management in the Elementary & Middle School.
Course deals with principles of curriculum development, the K-8 curriculum, planning various types of lessons and units across the curriculum in grades K-8, integrating instruction across the curriculum, and organizing and managing materials, classroom activities, and student behavior. Students will prepare curriculum materials and units.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours. Grade Mode: Standard Letter
about Curriculum & Management in the Elementary & Middle School

Defines and interprets the newer trends in elementary school practices; the philosophy and objectives of the elementary school, and procedures for implementing these objectives; classroom organization and management; the principles of unified learning as applied to school experiences, procedures for planning and developing experiences, meeting individual needs, and evaluation.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about Principles and Practices in the Elementary School

Development and purposes of the social studies curriculum; contributions of the social sciences to the social studies curriculum; relation of the social studies to the total elementary program; curriculum construction, supervision, and evaluation; current issues and trends.
about Elementary Social Studies: Curriculum Problems
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about Elementary Social Studies: Curriculum Problems

CI 5329. The Elementary School Science Curriculum.
about The Elementary School Science Curriculum
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about The Elementary School Science Curriculum

CI 5330. Multicultural Teaching and Learning.
Course topics include multicultural education theory and principles; research; current issues and trends; culturally responsive curriculum, teaching methods and materials, and teaching English language learners. Students will explore their cultures and other cultures to develop knowledge and sensitivity needed to teach in a multicultural multilingual society.
about Multicultural Teaching and Learning
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about Multicultural Teaching and Learning

CI 5332. Developing Tools for Instructional Interactions with English Language Learners in Mathematics.
This course will acquaint students with current learning theories that conceptualize interaction and participation as crucial to learning mathematics in contexts that include English Language Learners (ELLs). Students will make practical/meaningful connections to classroom instruction by designing learning environments that include tools to support ELLs in learning mathematics with understanding.
about Developing Tools for Instructional Interactions with English Language Learners in Mathematics
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about Developing Tools for Instructional Interactions with English Language Learners in Mathematics

CI 5333. The Secondary Curriculum.
A brief history of curriculum development with special emphasis on the Texas curriculum program; basic principles and techniques of curriculum construction and implementation; aims and purposes of the curriculum as a function in perpetuating and improving democratic ideals; and attention to significant research in curriculum development.
about The Secondary Curriculum
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter
about The Secondary Curriculum
CI 5336. Methods and Materials for Teaching English as a Second Language.
Identification and use of English as a Second Language (ESL) material and teaching strategies for teaching ESL as an integrated process including first and second language acquisition.
about Methods and Materials for Teaching English as a Second Language

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Methods and Materials for Teaching English as a Second Language

CI 5337. Language Acquisition and Development.
This course addresses the foundations for first and second language learning acquisition. Central concepts in child language development with special emphasis on language-minority issues will be presented and discussed. Prerequisite: CI 5336.
about Language Acquisition and Development

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter
about Language Acquisition and Development

CI 5339. Project-Based Instruction.
This course will examine a theory driven perspective accounting for how adolescents and young adults learn and how project-based instruction (PBI) may be our best choice for bridging the gap between theory and practice. Students will observe secondary PBI classes, participate in a project and design a PBI unit.
about Project-Based Instruction

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Project-Based Instruction

CI 5359. Curriculum for Depth and Challenge.
This advanced course focuses on the understanding and design of curricula with depth and challenge for K-12 students who would benefit from advanced content. Prerequisites: CI 5309, or permission of the instructor.
about Curriculum for Depth and Challenge

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Curriculum for Depth and Challenge

CI 5363. Strategies for Improving Secondary Teaching.
Analysis of teaching concepts as they apply to the development and improvement of teaching strategies appropriate for implementing selected objectives and content by the secondary teacher. Micro teaching sessions, including video tape recording, will be required. Prerequisite: CI 5333 and EDTC 5310 with grades of "C" or better.
about Strategies for Improving Secondary Teaching

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Strategies for Improving Secondary Teaching

CI 5364. Strategies for Improving Secondary Teaching.
The course will examine a theory driven perspective accounting for how adolescents and young adults learn and how project-based instruction (PBI) may be our best choice for bridging the gap between theory and practice. Students will observe secondary PBI classes, participate in a project and design a PBI unit.
about Strategies for Improving Secondary Teaching

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Strategies for Improving Secondary Teaching

CI 5365. Biliteracy Development in the Bilingual Education Classrooms.
This course focuses on current research and practice in literacy development in Spanish and English as a second language for bilingual students. Contexts framed by sociocultural, cognitive, and linguistic factors will be considered. The course will be taught in English and Spanish. Prerequisites: CI 5337; CI 5387.
about Biliteracy Development in the Bilingual Education Classrooms

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Biliteracy Development in the Bilingual Education Classrooms

CI 5367. Dual Language Immersion Methods.
This course focuses on current research and effective instructional methodology that shape two-way and one-way dual language curricula and instruction in bilingual education. Students will discuss literacy instruction through Spanish socio-linguistic and cognitive perspectives. The course will be taught in Spanish and English; academic Spanish proficiency is expected. Prerequisites: CI 5387, CI 5337.
about Dual Language Immersion Methods

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Dual Language Immersion Methods

CI 5368. The Politics and Creativity of Being and Becoming.
This course examines how some aspects of education may be inherently unpredictable, immeasurable, and not able to be generalized across contexts nor produced on demand, but still are fundamentally essential to education. Influences of societal trends, discourses, and school practices on political and creative aspects of becoming are analyzed.
about The Politics and Creativity of Being and Becoming

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about The Politics and Creativity of Being and Becoming

CI 5370. Classroom Management, Discipline, and Legal Issues.
Course topics include the development of an appropriate management and discipline system based on in-depth study of current theory and research. Students will study Texas School Law as it relates to classroom teachers and students. Some field work, school and state agency visitation may be required.
about Classroom Management, Discipline, and Legal Issues

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Classroom Management, Discipline, and Legal Issues

CI 5372. Philosophical Foundations of Education.
An overview of the field of educational philosophy as related to the spectrum of human events and the educative process in particular. Designed for master's degree students without previous graduate work in philosophy or philosophy of education.
about Philosophical Foundations of Education

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Philosophical Foundations of Education
CI 5374. Bilingual/ESL Content Area Instruction.
Students study the integration of native language instruction and English as a Second Language (ESL) instruction in the academic content areas (mathematics, social sciences, and language arts) for English Language Learners (ELL). Prerequisites: CI 5387 and CI 5336.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter
about Bilingual/ESL Content Area Instruction

CI 5375. Problems in Elementary Education.
A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give elementary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problems in Elementary Education

CI 5376. Problems in Secondary Education.
A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give secondary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problems in Secondary Education

CI 5377. Problems in Bilingual Education.
A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give elementary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problems in Bilingual Education

CI 5378. Problems in Education.
Individual problems not related to Thesis or Research Problems. Designed to place emphasis on selected areas of study. A number following the course title on the permanent record will indicate the area of emphasis according to this code (2) counseling (7) Supervision (8) elementary (9) secondary.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Problems in Education

CI 5381. Advanced Creativity, Curiosity, and Interest.
This course is an advanced examination of issues and research in creativity, curiosity, and interest. Implications for education are explored.

Prerequisite: CI 5310.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Advanced Creativity, Curiosity, and Interest

CI 5383. Mentoring Across the Life Span.
This course examines types and processes of mentoring across the life span, with emphases on mentoring students and teachers in K-16 educational contexts. Talent development purposes for mentoring are included.

about Mentoring Across the Life Span
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Mentoring Across the Life Span

A study of the current trends in bilingual education and elementary school practices, the philosophy and objectives of the bilingual elementary school program, classroom organization and management, and procedures for meeting individual needs.

about Bilingual Education: Principles and Practices
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Bilingual Education: Principles and Practices

CI 5388. The Politics of Language.
Using a critical linguistic perspective, this course examines the sociopolitical aspects of language in local, national, and global contexts. Students learn about language ideologies and gain a profound understanding for how languages and language practices are intricately tied to the racial and economic power relations embedded in schools and society.

about The Politics of Language
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about The Politics of Language

CI 5389. Action Research for Practitioners.
This course prepares practicing teachers to conduct action research in educational settings. Students will design and implement an action research project based on a self-selected topic. Prerequisites: CI 5390, CI 5302, plus 6 credit hours in the major, all with grades of "C" or higher.

about Action Research for Practitioners
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Action Research for Practitioners

CI 5390. Research Seminar in Education.
Study of problems in the education of children in the schools. Topics include basic research procedures needed in the preparation of thesis or other research reports and development or skill in reading, analysis, and application of educational and behavioral research. A research paper is required of each student. CI 5390 must be completed prior to the semester of the comprehensive exam.

about Research Seminar in Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Research Seminar in Education
Cl 5399A. Thesis.
This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Curriculum Instruction 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis. about Thesis
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

Cl 5399B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. about Thesis
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

Cl 5599B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. about Thesis
5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 5599B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. about Thesis
9 Credit Hours. 9 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

Development Education (DE)

DE 5199B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. about Thesis
1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

DE 5299B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. about Thesis
2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

DE 5321. The Community College.
Introduction to the community college and to its roles and functions in American education. Special attention will be directed to evolution, development, and patterns of organization, purposes programs, personnel and current issues of the community college. Students take DAE 5383 or DE 5321 may not take DE 7321 for doctoral level credit. about The Community College
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5324. Teaching Learning Strategies and Critical Thinking.
Theory and pedagogy of learning strategies, problem solving, and critical thinking in the college and adult classroom. Topics will include variables in teaching and learning methods of assessment, and approaches to instructions. Students taking DAE 5371 or DE 5324 may not take DE 7324 for doctoral level credit. about Teaching Learning Strategies and Critical Thinking
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5339. Assessment and Evaluation in Developmental Education.
Foundations of students assessment and program evaluation for developmental education programs. Topics include: quantitative and qualitative classroom assessment; formative vs. summative assessment; test interpretation; social, legal, and ethical implications of assessment; reliability and validity; norm vs. criterion tests; placement test; program evaluation models; as well as formative and summative evaluation. about Assessment and Evaluation in Developmental Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5359. Administration of Developmental Education.
An overview of the field of developmental education and of the various types of programs designed to meet the needs of the underprepared learner. Special emphasis is on needs assessment, program design, implementation, management and leadership, and evaluation. about Administration of Developmental Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5373. Grant Development and Management.
Course purposes include demystifying grant proposal writing and becoming acquainted with grant management resources. Student will locate funding sources, develop a proposal and budget, and explore accountability issues and processes for funded projects. Emphasis is on optimizing location and use of online grant information and developing professional networks. Students taking DAE 5373 may not take ED 7373 for doctoral level credit. about Grant Development and Management
3 Credit Hours. 1.5 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Standard Letter
DE 5375. Learners in Developmental Education Contexts.
A profile of the underprepared postsecondary student and an overview of the programs and instructional strategies appropriate for use with that target population. Students taking DAE 5375 or DE 5375 may not take DE 7301 for doctoral level credit.

about Learners in Developmental Education Contexts
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about DE 5378. Problems in Developmental Education.
This course is designed to examine topical problems faced by practitioners in developmental education. The topic of the course may change. Course may be repeated for contact credit with different topic.

about Problems in Developmental Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about DE 5379. Independent Study.
Individual problems or research topics designed to place emphasis on selected areas of study. May be repeated once for additional credit at the discretion of the advisor.

about Independent Study
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about DE 5384. Internship in Developmental Education.
Students seeking the M.A. degree must complete a one-semester, 150 clock hour practicum in an institution or agency other than their own; site selection needs approval of program coordinator. Practicum students will participate in leadership activities involving program planning, management, budgeting, and evaluation. Prerequisites: foundation and core courses.

about Internship in Developmental Education
3 Credit Hours. 0 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Credit/No Credit

about DE 5399A. Thesis.
This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the Thesis 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

about Thesis
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

about DE 5399B. Thesis.
This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

about Thesis
5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

about ECE 5318. Advanced Early Child Development: Readiness for Learning and Language Abilities.
A study of the cognitive, affective, and psychomotor factors bearing on the young child’s readiness for learning and acquisition of language. The course includes methods of child study, such as instruction, and practice in using observational techniques and anecdotal records. It includes the design and evaluation of specific readiness activities and guided field experience.

about Advanced Early Child Development: Readiness for Learning and Language Abilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about ECE 5319. Curriculum and the Young Child, I (Kindergarten).
Organization and evaluation of programs for young children. Translating developmental knowledge into effective practices, which may be employed in the total education of young children.

about Curriculum and the Young Child, I (Kindergarten)
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about ECE 5320. Curriculum and the Young Child, II (Kindergarten).
Advanced study of curriculum and materials used in educational programs for young children.

about Curriculum and the Young Child, II (Kindergarten)
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about ECE 5340. Independent Study in Early Childhood.
In-depth study of selected topics of current needs or interest in early childhood education. Work done on independent study basis with faculty member and only with permission of department. Repeatable once with departmental approval.

about Independent Study in Early Childhood
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about
Educational Technology (EDTC)

EDTC 5310. Introduction to Educational Technology.
This course provides hands-on experience with a variety of educational uses of microcomputers in early childhood, elementary, middle, and high schools. Review of relevant research and discussion of current issues will also be included.
Grade Mode: Standard Letter
about Introduction to Educational Technology
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

EDTC 5315. Advanced Educational Technology.
This course deals with both instructional and multimedia design principles. Students will design, implement, and evaluate an extended technology project to solve an instructional problem. Prerequisite: EDTC 5310.
Grade Mode: Standard Letter
about Advanced Educational Technology
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

EDTC 5320. Models of Integration of Educational Technology.
Students will examine trends and issues related to the integration of technology in instruction based on learning theory, learners’ needs, teaching strategies/practices, social and psychological factors, and state/national standards. Prerequisite: EDTC 5310.
Grade Mode: Standard Letter
about Models of Integration of Educational Technology
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

This course is designed to help the Educational Technologist manage the various needs and technologies in the school setting. Emphasis will be placed on planning for integration and management, hardware issues, software issues, and personnel issues. Prerequisites: EDTC 5310, EDTC 5315.
Grade Mode: Standard Letter
about Managing Educational Technology
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

EDTC 5330. Implementing Technology in Education.
This course is designed to introduce students to those leadership skills required for implementing technology in an education program. Prerequisite: EDTC 5310, EDTC 5315.
Grade Mode: Standard Letter
about Implementing Technology in Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

EDTC 5334. Online Learning and Course Design.
This course will examine theoretical and research perspectives of learning in an online context. Students will analyze on-line tools in relation to teaching objectives and design an online component to a course they teach. Students will evaluate this online component through an action research project. Prerequisites: CI 5390, EDTC 5310.
Grade Mode: Standard Letter
about Online Learning and Course Design
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

EDTC 5335. Instructional Design for Educational Technology.
This course will focus on the use of instructional design principles in Educational Technology to solve instructional problems. Topics covered include developing teacher training materials, courses, individualized instruction, websites, multimedia projects, workshops, and on-line instruction in the education setting. Prerequisite: EDTC 5310, EDTC 5315.
Grade Mode: Standard Letter
about Instructional Design for Educational Technology
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

EDTC 5340. Issues in Educational Technology.
This course will provide students with information on current issues and trends to enhance their ability to function effectively as educational technology leaders at the school, district, or agency level. Students will prepare proposals and plans for their internship. May be repeated once for credit with different emphasis.
Grade Mode: Standard Letter
about Issues in Educational Technology
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

EDTC 5345. Educational Technology Internship.
The Educational Technology Internship allows the intern to apply theory into practice in a real world setting. The intern is provided site-based opportunities for applying leadership skills in training teachers to use technology in an educational setting. Graded on a credit (CR), no credit (F) basis. Prerequisite: Within last six hours of coursework.
Grade Mode: Credit/No Credit
about Educational Technology Internship
3 Credit Hours. 0 Lecture Contact Hours. 5 Lab Contact Hours.

Reading (RDG)

RDG 5310. Teaching Literacy with Children’s and Young Adult Literature.
Course focuses on current research and methods for using children’s and young adult literature, including multicultural literature for literacy instruction in grades EC-12. Students will explore different genres and evaluate and select literature for instruction across the curriculum.
Grade Mode: Standard Letter
about Teaching Literacy with Children’s and Young Adult Literature
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

RDG 5320. Foundations of Literacy Instruction.
Course surveys reading and writing theories, processes, and models; theoretical bases of literacy instruction, stages of literacy development; the relationship between oral language and literacy; and classic and current quantitative and qualitative literacy research.
Grade Mode: Standard Letter
about Foundations of Literacy Instruction
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
RDG 5322. Teaching Reading in the Elementary and Middle Schools.
Course focuses on effective literacy instruction in elementary and middle schools, including the following areas: word identification, spelling, word study, vocabulary instruction, comprehension strategy instruction, fluency, critical literacy, and engagement. The course examines reading curricula, instructional assessment, and selection of material.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
Course Attribute(s): Multi.Content & Perspective|Multicultural Content

RDG 5324. Developing Content Area Literacy in Middle and Secondary Schools.
Course examines literacy development in middle and secondary school content areas. Topics include classroom assessment, development of strategic literacy, fluency, critical thinking, lifelong attitudes, interests, study strategies, and literacy in multiple sources of narrative and information text ranging from textbooks to electronic texts. Prerequisite or corequisite: CI 5363.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5326. Developmental Literacy in the Middle and Secondary Schools.
Course focuses on effective literacy instruction for middle- and secondary-school students who struggle with literacy. The course also addresses reading curricula and instruction, assessment, and materials selection. RDG Majors, Minors, and MRT candidates only, or with permission of instructor.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5331. Literacy Methods for Linguistically and Culturally Diverse Students.
Course topics include linguistic and literacy challenges unique to students whose native language or dialect is not standard English, and innovative methods for teaching literacy to linguistically and culturally diverse students. Prerequisite: Reading Majors - RDG 5322, RDG 5324, or RDG 5326.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

RDG 5334. Family Literacy.
Family literacy is an intergenerational program that integrates adult literacy and emergent literacy education. This course will provide students with the knowledge and abilities to manage a family literacy program. Students will analyze related learning theories, population needs, program structures, and policy issues, including diversity and accountability.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5335. Basic Academic Literacy.
This course examines basic literacy needs and appropriate instructional strategies for traditional and non-traditional students entering college. Content covers basic to academic literacy, analysis of instructional strategies, comprehension, fluency, vocabulary, decoding, and phonemic awareness.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5340. Connecting Reading and Writing in the Classroom.
Course focuses on the relationships between reading and writing; the connections among written language, oral language, and thinking; and the organization of integrated reading and writing instruction in grades EC-12, including “workshop” techniques and thematic teaching. Prerequisite: RDG 5322 or RDG 5324 or RDG 5326.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5345. Assessment-Driven Literacy Instruction.
Course focuses on classroom literacy assessment, interpretation of assessment results, and designing and implementing effective literacy instruction based on assessment results. Course concentrates on the special needs of individual readers within the classroom setting and includes interpretation of formal assessments. Prerequisite: RDG 5322.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5350. Literacy as Sociocultural Practice.
Using a social constructivist lens, this course examines broadening conceptions of literacy and what it means to be literate in the 21st century. Students learn about current research, theory and practice pertaining to sociocultural models of literacy and literacy instruction.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
RDG 5370A. New Literacies.
Course is an in-depth study of research and theory pertaining to the New Literacy Studies (NLS). Repeatable for credit.
about New Literacies
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter
about New Literacies

RDG 5370B. Social, Cultural, and Political Contexts of Literacy Instruction.
This course explores implications of social, cultural, and political contexts for literacy instruction/policy. Students examine how literacy policies are created, shaped, and implemented and the impact of policies on how literacy is defined. Repeatable for credit.
about Social, Cultural, and Political Contexts of Literacy Instruction
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter
about Social, Cultural, and Political Contexts of Literacy Instruction

RDG 5370C. Foundations of Integrated Reading & Writing Pedagogy.
The purpose of this course is to develop, explore and reflect on literacy as social practices within a community.
about Foundations of Integrated Reading & Writing Pedagogy
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Foundations of Integrated Reading & Writing Pedagogy

RDG 5370D. Community Literacy.
The purpose of this course is to explore and reflect on literacy as social practices within a community, informing effective curriculum and instruction for K-16 school settings, adult literacy programs, and informal environments. Students will explore ethnographic research as a means to inform instruction and complete a service learning project.
about Community Literacy
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Community Literacy

RDG 5370E. Writing Pedagogy in the P-12 Classroom.
In this course students will examine theories, research, and practice in writing instruction in P-12 classrooms. Students will write and reflect on their writing process; use this information to contribute to their students’ growth as writers; develop standards and curricula; and critically examine district, state and national policy.
about Writing Pedagogy in the P-12 Classroom
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Writing Pedagogy in the P-12 Classroom

RDG 5380. Independent Study in Reading Research.
In-depth analysis and interpretation of selected research topics of great current interest in reading and language arts. Topics and instructors will vary from semester to semester. May be repeated with different topics for additional credit.
about Independent Study in Reading Research
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Independent Study in Reading Research

RDG 5395. Teaching Academic Literacy to Adults.
Course focuses on teaching academic literacy to older students and adults in post-secondary settings. Topics include: the literacy needs of adult learners in formal schooling; appropriate assessment strategies; instructional methodologies, materials, and resources; and the school-based groups, schools, and agencies that serve these students.
about Teaching Academic Literacy to Adults
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Academic Literacy to Adults

RDG 6330. Language Acquisition and Development for Literacy Instruction.
Course topics include first and second language learning; dialect acquisition and development; theories and stages of language development; language diversity; and language disorders. Students read and interpret research and study language development of EC-12 children from varying linguistic backgrounds. Prerequisites: RDG 5321, RDG 5320, and RDG 5324 or RDG 5326.
about Language Acquisition and Development for Literacy Instruction
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter
about Language Acquisition and Development for Literacy Instruction

RDG 6333. Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development.
Course will focus on using interpretations of assessment data, literacy research, and state/national assessment requirements to demonstrate leadership and design professional development for literacy assessment and instruction. Internship students will work in approved educational settings to demonstrate the roles of the Reading Specialist including literacy teacher, leader, coach, and researcher. Prerequisites/co-requisites: RDG 5310, RDG 5320, RDG 5322, RDG 5326, RDG 5331, RDG 5340, RDG 5345, RDG 6330, RDG 6331, and RDG 6336.
about Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter
about Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development
RDG 6336. 6336 Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools.
This course focuses on designing, conducting, and interpreting quality, school-based research to guide literacy instructional decision-making. Internship students will work in approved educational settings to demonstrate the roles of the Reading Specialist including literacy teacher, leader, coach, and researcher. Prerequisites/co-requisites: RDG 5310, RDG 5320, RDG 5322, RDG 5326, RDG 5331, RDG 5340, RDG 5345, RDG 6330, and RDG 6331.
about 6336 Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter
about 6336 Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools

Special Education (SPED)

SPED 5310. Selected Topics in Special Education.
In-depth study of selected topics of current interest in special education. Work done on independent study basis with faculty member and available only with permission of department. May be repeated for credit. about Selected Topics in Special Education
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Selected Topics in Special Education

SPED 5311. Teaching Language Arts to Students with Disabilities.
Course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students’ access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas.
about Teaching Language Arts to Students with Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Language Arts to Students with Disabilities

SPED 5312. Education Students with Emotional/Behavioral Disorders.
Specific strategies and issues associated with effective instruction of students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues.
about Education Students with Emotional/Behavioral Disorders
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Education Students with Emotional/Behavioral Disorders

SPED 5313. Education Students with Emotional/Behavioral Disorders.
Specific strategies and issues associated with effective instruction of students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues.
about Education Students with Emotional/Behavioral Disorders
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Education Students with Emotional/Behavioral Disorders

SPED 5314. Advanced Educational Strategies for Students with Autism.
This course examines theories and specialized instructional strategies pertaining to the education of children and youth with Autism Spectrum Disorders. Prerequisite: SPED 5327.
about Advanced Educational Strategies for Students with Autism
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Advanced Educational Strategies for Students with Autism

This course prepares special education teachers, behavior analysts, and other professionals associated with the education and treatment of students with autism for the ethical issues encountered in schools, homes, and clinics. This course emphasizes the ethical guidelines for responsible conduct established by the Behavior Analyst Certification Board. Restricted to Special Education Majors only.
about Ethics, Trends & Issues in Ed & Treatment of Students with Autism & Other Developmental Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Ethics, Trends & Issues in Ed & Treatment of Students with Autism & Other Developmental Disabilities

SPED 5325. Development Perspectives of the Mildly Disabled.
In-depth study of language, cognitive, psychosocial, and motor development, from infancy to adulthood, in the mildly disabled. Special emphasis on the relationship between these developmental problems and the learning process.
about Development Perspectives of the Mildly Disabled
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Development Perspectives of the Mildly Disabled

SPED 5326. Educating Students with Mild Disabilities.
Course provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed with primary emphasis on learning disabilities. Role of classroom management and classroom teacher’s role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented.
about Educating Students with Mild Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Mild Disabilities

SPED 5327. Educating Students with Autism and Other Developmental Disabilities.
This course provides an overview of student characteristics and appropriate instructional techniques for individuals with developmental disabilities. Topics include specialized assessment and evidence-based practices, functional curriculum development, transition planning, medical and physical management, and assistive technologies.
about Educating Students with Autism and Other Developmental Disabilities
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Educating Students with Autism and Other Developmental Disabilities

SPED 5329. Language Development and Intervention for Special Populations.
This course covers typical and atypical language development and intervention programming for individuals with significant language delays or disorders. Topics include assessment of language and social communication, individualized program development, and specialized language interventions across settings.
about Language Development and Intervention for Special Populations
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Language Development and Intervention for Special Populations
SPED 5334. Assessment and Evaluation of Students with Disabilities.
The course provides information about formal and informal assessment for the identification of cognitive aptitude, academic achievement, social, emotional, and motor development, as well as the implications of these results for instruction and remediation.

This course provides study of research-based instructional theory and practices for students with disabilities. Focus is on instructional methods and curriculum for students with disabilities in special education settings. Topics include curricular planning, curriculum-based measurement, evidence-based strategies for facilitating student learning, and unique curricular needs of students with disabilities.

This course provides advanced study of issues related to school discipline, order, and safety. Topics include historical perspectives, studies of school discipline and safety, effects of school disorder, policies and practices in school discipline, disproportionality in school discipline, school-wide positive behavior supports, and trans-disciplinary and comprehensive approaches to school discipline.

SPED 5355. Characteristics of Students with Learning Disabilities.
This course reviews the latest research on learning disabilities in each developmental area. The focus is on identification and eligibility issues. Topics include changing definitions, medical aspects, cognition and language characteristics, personality and social characteristics, generic instructional approaches, technology, and issues in the future of learning disabilities. Prerequisite or Co-requisite: SPED 5326 or SPED 5340.

This course reviews research-based instructional strategies for students with learning disabilities, focusing on proven practices and on improving instructional decision-making across content areas and grade levels. Topics include: understanding learning disabilities, response to intervention, individualized educational plans, differentiating instruction, assessment, collaborative partnerships, and facilitating content-area instruction and study skills. Prerequisite or Co-requisite: SPED 5326 or SPED 5340.

SPED 5360. Survey of Exceptionality.
Course provides for the examination of types, characteristics, and etiologies of various exceptionality; identification of federal laws as they relate to various populations; and serves as an introduction to the education of exceptional students in the home, school, and community.

Course topics include planning and utilizing behavioral techniques such as functional assessment/analysis, behavioral recording, differential reinforcement, antecedent manipulation, generalization training, and self-management.

This course prepares behavior analysts, school psychologists, teachers, and other professionals responsible for the education and treatment of individuals with developmental disability and/or behavior disorders to use applied behavior analysis to treat severe problem behavior. The focus is on severe behaviors not ameliorated by typical classroom management and intervention. Prerequisite: SPED 5375 with a "C" or better.

SPED 5380. Positive Behavior Interventions and Supports in Schools.
This course covers theory, issues, and applications of Positive Behavior Interventions and Supports (PBIS) in school settings. Topics include history and foundations of PBIS; PBIS assessment and evaluation; and best practices in behavior and academic interventions in PBIS programs.

This course covers advanced principles, concepts, and practices related to educating students with Emotional/Behavioral Disorders. Emphasis will be on school-based services, including advanced, evidence-based instructional and behavioral interventions for improving academic, social, and behavioral outcomes. Prerequisites: Prior completion or concurrent enrollment in SPED 5311 or 5340, SPED 5375 and SPED 5313.

This course provides advanced study of issues related to school discipline, order, and safety. Topics include historical perspectives, studies of school discipline and safety, effects of school disorder, policies and practices in school discipline, disproportionality in school discipline, school-wide positive behavior supports, and trans-disciplinary and comprehensive approaches to school discipline.

SPED 5400. Survey of Exceptionality.
Course provides for the examination of types, characteristics, and etiologies of various exceptionality; identification of federal laws as they relate to various populations; and serves as an introduction to the education of exceptional students in the home, school, and community.

SPED 5404. Positive Behavior Interventions and Supports in Schools.
This course covers theory, issues, and applications of Positive Behavior Interventions and Supports (PBIS) in school settings. Topics include history and foundations of PBIS; PBIS assessment and evaluation; and best practices in behavior and academic interventions in PBIS programs.
Course provides information about professional roles, ethics, standards, laws, rules, and regulations pertaining to educational diagnosticians. Procedures for selecting, administering, and interpreting standardized instruments utilized for evaluation of exceptional learners will also be addressed.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5386. Advanced Techniques in Applied Behavioral Analysis.
Course covers advanced principles of Applied Behavior Analysis, including assessment and development of interventions. Topics include foundations and ethics of ABA, the analysis of verbal behavior, functional behavior analysis, single subject design, and program development and evaluation. Prerequisite: SPED 5375.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5387. Single-Subject Research Methods and Designs.
Single-subject analysis is a primary research methodology in special education and other related human service fields. This course will address uses of this methodology in applied behavior analysis for development of effective classroom instruction and clinical interventions and for evaluation and accountability purposes.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5389. Special Education Practicum.
Design and implement educational programs for students with disabilities including assessment, planning, instruction, progress reporting, and development of annual goals and objectives. Supervised. Prerequisites: SPED 5311, SPED 5313, SPED 5327, SPED 5334, SPED 5340, SPED 5375. A student may take two of the prerequisites concurrently with SPED 5389.
3 Credit Hours. 0 Lecture Contact Hours. 20 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5390. Educational Diagnostician Practicum.
Provides opportunities for students to become familiar with the professional responsibilities of education diagnosticians. Emphasis placed on participation in the full individual evaluation process for identifying problems, developing interventions, and participating in school-based teams. Prerequisites: SPED 5334, SPED 5375, EDP 5376.
3 Credit Hours. 0 Lecture Contact Hours. 20 Lab Contact Hours.
Grade Mode: Credit/No Credit

SPED 5391. Field-Based Practicum in Autism Spectrum Disorders.
This course provides intensive field experience working with students with autism in school settings. Skills to be practiced include interventions based on applied behavior analysis, assessment of learning needs, behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit. Prerequisite or Co-requisite: SPED 5327.
3 Credit Hours. 3 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5392. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.
This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit. Prerequisites: SPED 5313, SPED 5380, SPED 5382, SPED 5375.
3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter