Program Overview

The Master of Education (M.Ed.) degree with a major in Reading Education consists of course work in language and literacy development, reading and writing theory and research, teaching literacy from PK through grade 16 and in community-based contexts, teaching with children's/young adult/adult literature, teaching reading and writing in a multilingual/multicultural environment, and literacy assessment. Reading Education students are prepared to meet the International Reading Association professional standards for Reading Specialist/Literacy Coach or the Reading Administrator.

An academic minor in reading education is available for those students majoring in other areas. Neither the major nor the minor leads to initial certification as a teacher.

Application Requirements

The items listed below are required for admission consideration for applicable semesters of entry during the current academic year. Submission instructions, additional details, and changes to admission requirements for semesters other than the current academic year can be found on The Graduate College's website (http://www.gradcollege.txstate.edu). International students should review the International Admission Documents page (http://mycatalog.txstate.edu/graduate/admission-documents/international/) for additional requirements.

- completed online application
- $35 nonrefundable Texas Education Agency technology fee (if offered admission)

  and either

- $55 nonrefundable application fee

  or

- $90 nonrefundable application fee for applications with international credentials
- baccalaureate degree from a regionally accredited university
- official transcripts from **each institution** where course credit was granted
- minimum 2.75 GPA in the last 60 hours of undergraduate course work (plus any completed graduate courses)
- GRE not required
- statement of purpose (3–5 pages, double-spaced) describing current teaching of literacy, objectives in enrolling in the program, and goals for improving literacy instruction
- copy of official teaching certificate (and preferably at least one year of teaching experience) Note: Texas requires at least two years of teaching experience before teachers are eligible to take the Reading Specialist certification exam.

TOEFL Scores
Applicants are required to submit TOEFL scores that meet the minimum program requirements below unless they have earned a bachelor's degree or higher from a regionally accredited U.S. institution or the equivalent from a country on our exempt countries list.

- official TOEFL iBT scores required with a 78 overall
- official PTE scores required with a 52 overall
- official IELTS (academic) scores required with a 6.5 overall and
- minimum individual module scores of 6.0

The program does not offer admission if the scores above are not met.

Eligibility Requirements for Teacher Certification

According to the Texas Education Agency, there are specific requirements for becoming a classroom teacher. In addition to the application requirements for the master's degree, the student must also meet the eligibility requirements posted by the Educator Preparation Program (https://www.education.txstate.edu/oep/). If admitted to the master's + certification program, the student must request a certification plan (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsecure.touchnet.com%2FC24322_ustores%2Fweb%2Fstore_main.jsp%3FSTOREID%3D234%26SINGLESTORE%3Dtrue&data=02%7C01%7Cjm36%40txstate.edu%7Cedbe076cd623493c096c08d7e08464b3%7Cb19c134a14c94d4caf65c420f94c8c%7C0%7C0%7C637224731551251609&sdata=GlVD3SdTSYOPw6m1vl36o%2FvntSWrfROMjcDF96%2FDk%2F4%3D&reserved=0) from the Educator Preparation Program.

Degree Requirements

The Master of Education (M.Ed.) degree with a major in Reading Education concentration in Reading Specialist, Early Childhood Through Grade Twelve Professional Certification requires 30 semester credit hours, including certification courses. Additional credit hours may be required to be eligible for teacher certification examinations.

For the Reading Specialist certification and the M.Ed. in Reading Education, all students will complete a minimum of 160 clock-hour practicum in a school (according to all appropriate TEA requirements). Students will also be observed in their practicum for 135 minutes, over the course of the practicum semester.

Course Requirements

Code	Title	Hours
Required Courses		
RDG 5310	Teaching Literacy with Children's and Young Adult Literature	3
RDG 5320	Foundations of Literacy Instruction	3
RDG 5321	Literacy Teaching and Learning in the Early Years: EC-Grade 3	3
RDG 5322	Teaching Reading in the Elementary and Middle Schools	3
RDG 5326	Developmental Literacy in the Middle and Secondary Schools	3
RDG 5331	Literacy Methods for Linguistically and Culturally Diverse Students	3
RDG 5340	Connecting Reading and Writing in the Classroom	3
RDG 5345	Assessment-Driven Literacy Instruction	3
RDG 6330	Language Acquisition and Development for Literacy Instruction	3
Internship		
RDG 6333	Reading Specialist Capstone: Professionalism and Professional Development	3
Total Hours		**30**

Procedures for Prior Learning Assessment Course Credit

Students in the M.Ed. in Reading Education program are able to complete a maximum of 6 hours of coursework through a prior learning assessment (PLA) evaluation process when they demonstrate mastery of applicable skills and learning outcomes. Students who have recent professional experience or state-required professional development may be able to substitute this experience for course work. Note that the total number of credits earned through PLA and course transfer must not exceed 6 semester credit hours (for criteria and processes for earning transfer credit, see the relevant section in the catalog). Students who apply for PLA credit must meet the following conditions:

- The request for PLA credit must be made in the student's first year in the program.
- The student must have recent (last five years) professional experience or professional development in Reading/Literacy (e.g., HB3 Reading Academies).

A portfolio of written work is used to evaluate a student's work and experience for course credit. The student provides a summary document that includes the course description for each course they are requesting PLA credit for, the course objectives, and a numbered and detailed explanation of how their experience demonstrates expertise in the subject matter. In addition to the summary document, the student should include supporting materials in the form of appendices, which contain descriptions of professional experience, examples of completed work for professional development, etc. The explanation should include objectives of each course under consideration explicitly mapped to parts of the student's supported materials that demonstrate mastery of the objectives. In addition, if credit for two courses (6 hours) is requested, a single aspect of a student's supporting materials cannot be used for more than course.

The portfolio is evaluated by a PLA evaluation committee, constituted and chaired by the program coordinator and including two additional Reading Education faculty. Approval of the portfolio is required by a majority of the evaluation committee. Once approval is recommended by the committee, the Reading program coordinator submits a written petition to the Dean of The Graduate College to grant course credit for prior learning assessment. The petition must include the courses for which credit is requested. The petition also includes the decision of the evaluating committee and the summary document created by the student. The appendices are made available on request.

Comprehensive Examination Requirement

Students in the Reading Education Master's Program are required to complete a written portfolio and oral comprehensive exam. The portfolio and comprehensive exam are designed to evaluate students' depth and breadth of literacy learning, instruction and research and are based on the Texas Reading Specialization Standards. Students take the comprehensive exam in their final semester when enrolled in their second capstone course. Students will work with a committee consisting of Reading Program faculty until all areas of the exam are completed successfully.

Students who do not successfully complete the requirements for the degree within the timelines specified will be dismissed from the program.

Master's level courses in Curriculum and Instruction: CI (p. 2), DE (p. 7), ECE (p. 9), EDTC (p. 9), RDG (p. 10), SPED (p. 13)

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.
1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

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.
2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 5301. Methods for Teaching Middle School Mathematics.
This course will explore the methods of teaching mathematics in intermediate and middle grades. Emphasis is placed on the equity principle (mathematics for all) and development of conceptual understanding of topics such as real numbers and operations on real numbers, geometry, statistics and probability, and algebra (patterns, variables, and functions).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5303. Teaching Math in the Elementary School.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5304. Science, Technology, Engineering, and Mathematics for Elementary Teachers.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5305. Methods in Geometry for Elementary Math Teachers.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Lab Required
Grade Mode: Standard Letter

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 and CI 5314 and CI 5333 and CI 5363 and CI 5370 and RDG 5324,all with a grade of "C" or better, and an Overall GPA of 3.0.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5307. Probability and Statistics Methods for Elementary Math Teachers.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5309. Rethinking Talent and Transformation.
In this course, students rethink talent and transformation in school and community contexts using various practices, frameworks, and research.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

CI 5310. Creativity: Theories, Research, Practices, and Issues.
In this course, students examine creativity in relation to associated theories, research, practices, and contemporary issues. Relationships between creativity and topics such as education, everyday life, and social change are explored.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

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. Prerequisites: CI 5310 and CI 5308 or CI 5309; CI 5319 or CI 5383; and one of the following: CI 5324 or CI 5359 or CI 5368, all with a grade of "C" or better.
3 Credit Hours. 0 Lecture Contact Hours. 6 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 5312. Elementary Language Arts: Current Trends.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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-adjustive areas of development.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

CI 5317. Teaching Strategies for Elementary Teachers: Alternative Models.
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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

CI 5319. Social, Emotional, and Cultural Contexts of Gifted and 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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

CI 5322. Middle School Instructional Strategies and Practices.
Course topics include middle school curriculum, state and national standards, developmentally and culturally responsive instructional strategies, assessment, and classroom management. Students are required to complete 30 clock hours of field experience in 4-8 school settings. Prerequisite: Admittance to Educator Preparation.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5324. Systems and Models for Gifted and Talented Education.
This course examines systems, organizational models, strategies and assessment approaches that facilitate gifted and talented education in K-12 school settings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5325. Comparative Education Systems.
This course will compare global educational systems with the American education system. Students will observe classes, interview non-American educators and students, analyze research, and teach lessons in a school outside of the U.S. context.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5326. Curriculum & Management in the Elementary & Middle School.
Course topics include principles of curriculum development, the EC-8 curriculum, lesson and unit planning, instructional strategies that promote student learning, and classroom management. Students are required to complete 30 clock hours of field experience in EC-8 school settings. Prerequisite: Admittance to Educator Preparation.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5327. Principles and Practices in the Elementary 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

CI 5328. Elementary Social Studies: Curriculum Problems.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5329. The Elementary School Science Curriculum.
An intensive study of the philosophies of discovery and inquiry as they relate to the elementary school science curriculum; laboratory experiences related to the objectives, content, methods, and materials of selected innovative programs. Examples: Inquiry Development Program, Elementary Science Study, Science-A Process Approach, Introductory Science Study, Science Curriculum Improvement Study, Minnesota Mathematics, and Science Teaching Project.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5332. Multicultural Teaching and Learning of 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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

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

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

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

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

CI 5340A. Teaching History for Young Learners: Issues, Purposes, and Possibilities.
This seminar-based course consists of the study of current trends, issues, and pedagogical applications specific to the teaching of history for young learners. The course examines the history of history education, issues in the teaching of history, and how to teach history from multiple perspectives.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Credit/No Credit

CI 5340B. Applied Behavior Analysis Professional Seminar.
This course describes three primary career options for professional behavior analysts (i.e., school-based, clinical therapy, and research/PhD program) and highlights strategies for finding employment and initiating a successful first year in the field.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter

CI 5340C. Introduction to Specially Designed Instruction for Students with Disabilities.
This course covers instructional principles for designing and implementing specially designed instruction (SDI) to meet students' individual needs. This course prepares students to design, teach, and evaluate a variety of instructional approaches. All approaches have empirical evidence for improving outcomes for students with disabilities, including dyslexia.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter

CI 5359. Curriculum for Rigor, Depth, and Complexity.
This course focuses on the understanding and design of K-12 curricula with rigor, depth, and complexity.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5363. Strategies for Improving Secondary Teaching.
This course focuses on the development and implementation of instructional strategies for the secondary education classroom. Students are required to complete 30 clock hours of field experience in a secondary school setting. Prerequisite: Admittance to Educator Preparation; CI 5333 with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5364. Advanced Instructional Strategies for Secondary Education Teachers.
This seminar-based course consists of the study of instructional strategies for experienced secondary education teachers. The course examines the research and theory that correspond to the development and implementation of advanced instructional strategies. Prerequisite: CI 5363.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5368. The Politics and Creativity of Being and Becoming.
This course examines different senses of politics and creativity in relation to contemporary questions of being and becoming. Implications for education, perception, and a different future are explored through research, philosophy, and art. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Multicultural Content
Grade Mode: Standard Letter

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

CI 5371. Advanced Classroom Management: Perspectives and Strategies for the Practicing Teacher.
This course consists of the study of classroom management strategies for experienced teachers. Students will examine philosophical assumptions, research, and theory that correspond to the development and implementation of classroom management strategies, paying specific attention to the increasing racial, ethnic, language, gender, and social-emotional diversity among student populations. Additionally, it examines local, state, and federal policies that influence classroom management practices. Specific attention will be paid to current trends in the research and their potential impact in the individual classroom. Prerequisite: CI 5370 with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5373. Professional Development for Teachers: Models, Research, and Theory.
This seminar-based course consists of the study of current models, research, and theory of professional development for PK-12 teachers. The course examines the research and theory that informs current models of professional development that are implemented by schools to promote professional growth among teachers.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

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

CI 5381. Curiosity, Reimagination, and the Radical Imagination.
In this course, students examine curiosity, reimagination, and the radical imagination in relation to associated research, practices, frameworks, and contemporary issues in schools and society. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Multicultural Content
Grade Mode: Standard Letter

CI 5383. Mentoring Across the Life Span.
This course examines mentoring types and processes across the life span, with emphases on mentoring teachers and students in school and community contexts. Talent development purposes for mentoring are included. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

CI 5387. Bilingual Education: Principles and Practices.
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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

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 and CI 5302, plus 6 credit hours in the major, all with grades of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

CI 5395. Capstone for Education Students.
This course focuses on the research and theories that correspond to effective teaching, professionalism, and professional development. Students will analyze their understanding of effective teaching to develop a professional development plan for improving their teaching in the future. Prerequisite: CI 5314 and CI 5333 and CI 5363 and CI 5370 and CI 5390 all with grades of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5399A. Thesis.
This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Curriculum and Instruction 5399B.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 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.
3 Credit Hours. 3 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.
5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 5999B. 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.
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.
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.
2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

DE 5305. Diversity and Education in a P-16 Context.
This course examines the core theories of diversity in a P-16 context. Emphasis will be placed on historical, theoretical, and pedagogical models relevant to understanding postsecondary diversity.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

DE 5326. Curriculum Design in Postsecondary Developmental Education.
This course focuses on principles and processes of curriculum design in postsecondary developmental education contexts. The course scope includes an emphasis on the foundational literature in curriculum theory, as well as historical and current curricular structures and best practices specific to developmental education.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5327. Student Motivation and Self-Regulation.
This course focuses on research-based theories of student motivation and self-regulation. It also highlights practical applications of these theories for students in developmental education and postsecondary contexts.
3 Credit Hours. 3 Lecture Contact Hours. 0 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5365. 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.
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.
3 Credit Hours. 1.5 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5375. Learners in Developmental Education Contexts.
This course provides a profile of the underprepared postsecondary student and an overview of the programs and instructional strategies appropriate for use with that target population. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

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 credit with different topic.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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.
3 Credit Hours. 0 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Credit/No Credit

DE 5399A. Thesis.
This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the Thesis 5399B.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

DE 5399B. Thesis.
This course represents a student's continuing thesis enrollment. The student continues to enroll in this course until the thesis is submitted for binding.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

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

DE 5999B. 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.
9 Credit Hours. 9 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

Early Childhood Education (ECE)

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

ECE 5319. Curriculum and the Young Child: Early Care and Education.
This course is designed to investigate the organization and evaluation of curricula designed for young children.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ECE 5330. Curriculum and the Young Child, II (Kindergarten).
Advanced study of curriculum and materials used in educational programs for young children.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ECE 5380. 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

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

EDTC 5325. Managing Educational Technology.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

EDTC 5334. Online Learning and Course Design.
This course will examine theoretical and research perspectives of learning in an online context. Students will analyze online tools in relation to teaching objectives and design an online component to a course they teach.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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 online instruction in the education setting.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

EDTC 5340. Issues in Educational Technology.
This course will provide students with information on current issues and emerging trends to enhance their ability to function effectively as educational technology leaders at the school, district, or agency level. May be repeated once for credit with different emphasis.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

EDTC 5341. Digital Fabrication and Simple Electronics.
This course focuses on the use of creativity within educational maker spaces and is intended for educators (and their students) to think creatively using digital fabrication and technology. A maker space is a place where people come together to create with technology.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

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

RDG 5321. Literacy Teaching and Learning in the Early Years: EC-Grade 3.
This course focuses on effective literacy instruction in early childhood through third grade. Topics covered include early literacy skills, science of reading, culturally and linguistically relevant practices with young children, literacy-play connections, and engagement. The course examines reading curricula, early literacy assessment, and selection of diverse material.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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 English and innovative methods for teaching literacy to linguistically and culturally diverse students. (MULT).
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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
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.
This 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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5341. 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 reflect on process and subsequently use this information for their own practice and instruction. They will also examine and develop standards, curricula, and policies at district, state, and national levels. Prerequisite: RDG 5340 with a grade of "C" or better.
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 with a grade of "C" or better.
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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter

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

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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter

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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Multicultural Content|Topics
Grade Mode: Standard Letter

RDG 5371. Foundations of Postsecondary Integrated Reading & Writing Pedagogy.
This course examines the theory, research, and practice of an integrated reading and writing approach to postsecondary literacy instruction.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5372. New Literacies Studies in Developmental Education.
This course focuses on the research and instructional practice of New Literacies Studies for post-secondary developmental education. It includes an examination of diverse ways in which multiple digital technologies broaden and change the demands on those literacies necessary for communicating within the academic and workplace communities of the 21st century.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5374. Foundations of Postsecondary Developmental Reading and Writing Theory.
This course examines core theories of postsecondary literacy. Emphasis will be placed on historical, theoretical, and pedagogical models relevant to methods of teaching postsecondary developmental reading and writing.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5375. Postsecondary Developmental Reading and Writing Assessment.
This course examines the history, theory, research, policy, and practice related to reading and writing assessment at the postsecondary level. Students will survey various placement, diagnostic, informal, affective and non-cognitive, and exit-level measures.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5376. Postsecondary Disciplinary Literacies.
This course examines core principles of disciplinary literacy. Students will examine the theory, research and pedagogical practices of literacy across the disciplines with an emphasis on understanding the potential for postsecondary learners and developmental education practices.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

RDG 5381. Internship in Postsecondary Developmental Literacy Education.
This course is designed for students to gain experiences working in postsecondary developmental literacy contexts. Students must complete a one-semester, 150-hour internship at a site approved by their instructor and the site supervisor. Students develop an individualized learning plan and submit a comprehensive portfolio documenting their internship activities.
3 Credit Hours. 0 Lecture Contact Hours. 16 Lab Contact Hours.
Grade Mode: Credit/No Credit

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

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

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 and RDG 5320 and RDG 5322 and RDG 5326 and RDG 5331 and RDG 5340 and RDG 5345 and RDG 6330 and RDG 6336, all with a grade of "C" or better.
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter

RDG 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: RDG 5310, RDG 5320, RDG 5322, and RDG 5326. Corequisites: RDG 5310, RDG 5320, RDG 5322, and RDG 5326.
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter

Special Education (SPED)

SPED 5310. Independent Study in Special Education.
This course is an-depth study of selected topics of current interest in special education. Coursework is completed on an independent study basis with a faculty member and available only with permission of instructor. May be repeated for credit. (MULT) Prerequisite: Departmental approval.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Multicultural Content
Grade Mode: Standard Letter

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

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

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

SPED 5316. Basic Concepts & Principles in Applied Behavior Analysis.
This course covers the basic concepts and principles of applied behavior analysis. Topics include behavior and response class, stimulus and stimulus class, respondent and operant conditioning, reinforcement and punishment, automatic and socially mediated contingencies, extinction, stimulus control, generalization and maintenance, rule governed and contingency shaped behavior, and the verbal operants. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment. Corequisite: SPED 5333 with a grade of "B" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5324. Ethics, Trends & Issues in Treatment of Students with Autism/Developmental Disabilities.
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. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment. (MULT) Prerequisite: SPED 5316 and SPED 5333 both with grades of "B" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

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

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

SPED 5328. Philosophy of Behaviorism.
This course covers the philosophical assumptions that underlie the science of behavior analysis. Course topics include pragmatism, selectionism, determinism, empiricism, and parsimony as well as the history and dimensions of behavior analysis. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment. Prerequisite: SPED 5316 and SPED 5333 both with grades of "B" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

SPED 5333. Measurement and Experimental Design in Applied Behavior Analysis.
This course covers content that allows for systematic progress monitoring and experimental analysis of data by professional behavior analysts and teachers. Topics include operational definitions of behavior, direct and indirect measurement of behavior, design and implementation of experimental designs, graphing and interpretation of data, dependent and independent variables, internal and external validity, and types and uses of various single subject research designs. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment. Corequisite: SPED 5316 with a grade of "B" or better.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

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

SPED 5336. Behavior Assessment in Applied Behavior Analysis.
This course is designed for individuals who will be responsible for assessment of behavior from a behavior analytic perspective. Topics will include reviewing records, documenting the need for behavior analytic services, conducting preference assessments, identifying functions of problem behavior, conducting functional assessment/analyses, and interpreting functional assessment data. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment. Prerequisite: SPED 5316 and SPED 5333 both with grades of "B" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5340. Principles and Practices of Effective Instruction.
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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

SPED 5350. Special Education Law.
This course will provide students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, along with other major legislation and policy governing the provision of special education services. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEP's), free appropriate education (FAPE), and least restrictive environment (LRE).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5354. Advanced Studies in School Discipline, Order, and Safety.
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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

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

SPED 5356. Advanced Practices in Learning Disabilities/Inclusion.
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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

SPED 5360. Survey of Exceptionality.
Course provides for the examination of types, characteristics, and etiologies of various exceptionalities; 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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

SPED 5375. Behavior Management: School Application of Applied Behavior Analysis.
Course topics include planning and utilizing behavioral techniques such as functional assessment, behavioral recording, differential reinforcement, antecedent manipulation, generalization training, and self-management. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

SPED 5376. Advanced Intervention Practices for Challenging Behavior.
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. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

SPED 5378. Personnel & Program Supervision Management for Behavior Analysts.
This course provides an in depth examination of best practices relative to supervision and management of both individual client programs and personnel within the field of applied behavior analysis. The course covers monitoring client progress, making data-based decisions, and collaborating with other professionals and families. Students will also learn effective staff training techniques, methods of reinforcing staff behavior and increasing staff motivation, designing group contingencies and self-management, collecting and analyzing data on staff performance, addressing challenging issues/behaviors among staff, and ethical and supervisory requirements of the Behavior Analyst Certification Board. This course is most applicable to students in Autism/ABA. Prerequisite: SPED 5316 and SPED 5333 both with grades of "B" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

SPED 5382. Advanced Practices in Educating Students with Emotional/Behavioral Disorders.
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. (MULT) Prerequisite: SPED 5313 and SPED 5375 both with grades of "C" or better. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

SPED 5384. Behavior Change Procedures & Implementing Interventions.
This advanced course will focus on instructional strategies designed to increase appropriate behaviors as well as decrease challenging behaviors. Reinforcement strategies, extinction, group contingencies, and token systems will be covered. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment. Prerequisite: SPED 5316 and SPED 5333 with grades of "B" or better.
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.(MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5389. Special Education Practicum.
This supervised practicum focuses on design and implementation of educational programs for students with disabilities including assessment, planning, instruction, progress reporting, and development of annual goals and objectives. A student may take two of the prerequisites concurrently with SPED 5389. (MULT) Prerequisite: SPED 5311 and SPED 5313 and SPED 5314 and SPED 5340 and SPED 5355 and 5360 and SPED 5375 all with grades of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 5 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Multicultural Content
Grade Mode: Standard Letter

SPED 5391. Clinical Practicum in Autism Spectrum Disorders.
This course provides intensive field experience working with students with autism. 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: Instructor approval.
3 Credit Hours. 3 Lecture Contact Hours. 20 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
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. Prerequisite: SPED 5313 and SPED 5375 and SPED 5380 all with grades of "C" or better. Corequisite: SPED 5382 with a grade of "C" or better.
3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter