MASTER OF EDUCATION (M.ED.) MAJOR IN SPECIAL EDUCATION

Major Program
The master of education (M.Ed.) with a major in special education consists of course work in special education and a cognate or minor, depending upon the program of study. A student may pursue a master’s in generic special education, a master’s in special education with concentration, or a master’s in special education plus teaching certification. Concentration areas include autism/applied behavior analysis, behavioral disorder/positive behavioral supports, and learning disabilities/inclusion. A student pursuing a degree in special education can seek a Texas State certificate in autism, behavioral disorders/positive behavioral supports, or learning disabilities/inclusion. Certificate programs range from 18-21 semester hours, most of which are included in the master’s program.

Application Requirements
The items listed below are required for admission consideration for applicable semesters of entry during the 2017-2018 academic year. Submission instructions, additional details, and changes to admission requirements for semesters other than the 2017-2018 academic year can be found on the program’s web page (http://gradcollege.txstate.edu/programs). International students should review the International Admission Documents (http://mycatalog.txstate.edu/graduate/admission-documents/international) section of the catalog for additional requirements.

- completed online ApplyTexas application
- $10 nonrefundable certificate fee (if applicable)*
- $40 nonrefundable application fee
- $50 nonrefundable international evaluation fee (if applicable)
- baccalaureate degree from a regionally accredited university
- official transcripts required from each institution where course credit was granted
- minimum 2.75 GPA in your last 60 hours of undergraduate course work (plus any completed graduate courses)
- copies of certifications or licensures (if applicable)
- resume/CV
- statement of purpose
- letters of recommendation
- official GRE scores required with a preferred minimum of 300 (verbal and quantitative combined) with no less than 151 verbal and 149 quantitative
  - The GRE may be waived if you hold a master’s or doctoral degree from a regionally accredited U.S. institution. If you hold a master’s or doctoral degree (or the equivalent thereof) from an accredited international institution, the GRE may be waived on an individual basis.

Non-native English speakers who do not qualify for an English proficiency waiver:
- official TOEFL iBT scores with minimum individual scores of
  - 19 listening
  - 19 reading
  - 26 speaking
  - 19 writing

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

TOEFL or IELTS scores for non-CASE applicants
Non-native English speakers who do not qualify for an English proficiency waiver:
- official TOEFL iBT scores required with a 78 overall
- official IELTS (academic) scores required with a 6.5 overall and
  - minimum individual module scores of 6.0

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

*Texas State Certificate
The Department of Curriculum and Instruction also offers a Texas State Certificate (autism/applied behavior analysis, behavioral disorders/positive behavioral support, or learning disabilities/inclusion) that corresponds to each concentration. If you would like to apply to both programs, choose the “Special Education (M.Ed. with Certificate)” option when you select your major in ApplyTexas. An additional $10 certificate fee will be required.

Degree Requirements
The 36-hour master of education with a major in special education consists of 24-30 semester hours in special education, with 6-12 semester hours in a cognate or minor, depending upon the program of study. Certificates listed on this page are only available to current master of education students majoring in special education.

Course Requirements
Teacher Certification (CASE) concentration with Minor

Special Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 5311</td>
<td>Teaching Language Arts to Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5313</td>
<td>Education Students with Emotional/Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5326</td>
<td>Educating Students with Mild Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5327</td>
<td>Educating Students with Autism and Other Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5334</td>
<td>Assessment and Evaluation of Students with Disabilities</td>
<td>3</td>
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<tr>
<td>SPED 5360</td>
<td>Survey of Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5375</td>
<td>Behavior Management: School Application of Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5389</td>
<td>Special Education Practicum</td>
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Minor
Choose a 12-hour minor (Needs advisor approval)

Total Hours

36
### Behavioral Disorders/Positive Behavior Supports Concentration with Cognate Minor

**Special Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPED 5310</td>
<td>Selected Topics in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5311</td>
<td>Teaching Language Arts to Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5313</td>
<td>Education Students with Emotional/Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5314</td>
<td>Advanced Educational Strategies for Students with Autism</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5356</td>
<td>Advanced Practices in Learning Disabilities/Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5375</td>
<td>Behavior Management: School Application of Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5380</td>
<td>Positive Behavior Interventions and Supports in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5382</td>
<td>Advanced Practices in Educating Students with Emotional/Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5386</td>
<td>Advanced Techniques in Applied Behavioral Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5387</td>
<td>Single-Subject Research Methods and Designs</td>
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**Cognate Minor in BD/PBS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPSY 5396</td>
<td>Biological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 5324</td>
<td>Biological Bases of Behavior</td>
<td>3</td>
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Choose 1 graduate advisor approved elective from:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>CDIS 5333</td>
<td>Language Disorders in School-Age and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>FCD 5344</td>
<td>Infant and Early Childhood Mental Health</td>
<td></td>
</tr>
<tr>
<td>PSY 5370</td>
<td>Learning, Cognition, and Motivation</td>
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<tr>
<td>SOWK 5310</td>
<td>Social Welfare Policy and Services</td>
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<tr>
<td>SOWK 5312</td>
<td>Social Work Intervention in Drug Addiction &amp; Abuse</td>
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<tr>
<td>SOWK 5315</td>
<td>Social Work Intervention in Child Abuse &amp; Neglect</td>
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</table>

**Total Hours** 36

### Autism/Applied Behavior Analysis Concentration with Cognate Minor

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<tbody>
<tr>
<td>SPED 5314</td>
<td>Advanced Educational Strategies for Students with Autism</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5327</td>
<td>Educating Students with Autism and Other Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5329</td>
<td>Language Development and Intervention for Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5375</td>
<td>Behavior Management: School Application of Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5380</td>
<td>Positive Behavior Interventions and Supports in Schools</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5386</td>
<td>Advanced Techniques in Applied Behavioral Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5387</td>
<td>Single-Subject Research Methods and Designs</td>
<td>3</td>
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<tr>
<td>SPED 5391</td>
<td>Field-Based Practicum in Autism Spectrum Disorders</td>
<td>3</td>
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**Cognate Minor in Autism/ABA**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CI 5390</td>
<td>Research Seminar in Education</td>
<td>3</td>
</tr>
<tr>
<td>SPSY 5396</td>
<td>Biological Bases of Behavior</td>
<td>3</td>
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<tr>
<td>or PSY 5324</td>
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Choose 6 hours from:

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<tbody>
<tr>
<td>CDIS 5333</td>
<td>Language Disorders in School-Age and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>ESS 5304</td>
<td>Motor Learning and Performance</td>
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<tr>
<td>FCD 5341</td>
<td>Advanced Child Development</td>
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<tr>
<td>FCD 5344</td>
<td>Infant and Early Childhood Mental Health</td>
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</tr>
<tr>
<td>PSY 5370</td>
<td>Learning, Cognition, and Motivation</td>
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**Total Hours** 36

**Certificate in Autism**

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<td>Behavior Management: School Application of Applied Behavior Analysis</td>
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<td>Field-Based Practicum in Autism Spectrum Disorders</td>
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</tr>
<tr>
<td>or SPED 5389</td>
<td>Special Education Practicum</td>
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**Total Hours** 24

### Learning Disabilities/Inclusion Concentration with Cognate Minor

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<tbody>
<tr>
<td>SPED 5360</td>
<td>Survey of Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5334</td>
<td>Assessment and Evaluation of Students with Disabilities</td>
<td>3</td>
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</tbody>
</table>
SPED 5326  Educating Students with Mild Disabilities  3
SPED 5311  Teaching Language Arts to Students with Disabilities  3
SPED 5313  Education Students with Emotional/Behavioral Disorders  3
SPED 5375  Behavior Management: School Application of Applied Behavior Analysis  3
SPED 5380  Positive Behavior Interventions and Supports in Schools  3
SPED 5355  Characteristics of Students with Learning Disabilities  3
SPED 5356  Advanced Practices in Learning Disabilities/Inclusion  3
SPED 5310  Selected Topics in Special Education  3

Cognate Minor in Learning Disabilities/Inclusion
CI 5317  Teaching Strategies for Elementary Teachers: Alternative Models  3
or CI 5322  Middle School Instructional Strategies and Practices  3
Choose 1 course from:
EDTC 5310  Introduction to Educational Technology  3
PSY 5370  Learning, Cognition, and Motivation  3
RDG 5322  Teaching Reading in the Elementary and Middle Schools  3

Total Hours  36

*Certificate in Learning Disabilities/Inclusion
SPED 5311  Teaching Language Arts to Students with Disabilities  3
SPED 5313  Education Students with Emotional/Behavioral Disorders  3
SPED 5355  Characteristics of Students with Learning Disabilities  3
SPED 5356  Advanced Practices in Learning Disabilities/Inclusion  3
SPED 5375  Behavior Management: School Application of Applied Behavior Analysis  3
SPED 5380  Positive Behavior Interventions and Supports in Schools  3

Total Hours  18

Master’s level courses in Curriculum and Instruction: CI (p. 3), DE (p. 7), ECE (p. 8), EDTC (p. 8), RDG (p. 9), SPED (p. 11)

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
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. Graded on a credit (CR), progress (PR), no credit (F) basis
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

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

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

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.
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, CI 5314, CI 5333, CI 5363, CI 5370, RDG 5324, 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. 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

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

**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

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

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

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

**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

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

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

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

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,
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
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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. Prerequisite: CI 5336
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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 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
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 higher  
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.  
Grade Mode: Standard Letter

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

CI 5366. 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  
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.  
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 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 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 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

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. 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

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

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

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

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 and Instruction 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis
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
5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

Cl 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. Graded on a credit (CR), progress (PR), no credit (F) basis
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
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
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
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 5339. Assessment and Evaluation in Developmental Education.
Foundations of student 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.
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
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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. Graded on a credit (CR), progress (PR), or no credit (F) basis
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

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

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), or no credit (F) basis
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, 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
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 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
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. Prerequisite: EDTC 5310
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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
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 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
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 on-line instruction in the education setting. Prerequisite: EDTC 5310, EDTC 5315 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 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 3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade Mode: Standard Letter

EDTC 5341. Digital Fabrication and Simple Electronics. This course teaches the use of creativity within educational maker spaces, to inform educators (and their students K-12 grade) to think creatively using digital fabrication and technology. A maker space is a place where people come together to create with technology. Prerequisite: EDTC 5310 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. Graded on a credit (CR), no credit (F) basis. Prerequisite: Within last six hours of coursework 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 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 standard English, and innovative methods for teaching literacy to linguistically and culturally diverse students. Prerequisite: Reading Majors - RDG 5322, RDG 5324, or RDG 5326. (MULT) 3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours. Grade 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 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

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

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

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

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

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

RDG 5370A. New Literacies.
Course is an in-depth study of research and theory pertaining to the New Literacies Studies (NLS). Repeatable for credit

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 5322, RDG 5320, and RDG 5324 or RDG 5326

Grade Mode: Standard Letter
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
RDG 6336. Reading Specialist Internship I: Designing and Evaluating Literacy Professional Development.
Grade Mode: Standard Letter
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, and RDG 6336
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.

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
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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. Prerequisite: SPED 5327
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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. Prerequisite or Co-requisite: SPED 5326 or SPED 5340.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

Course topics include planning and utilizing behavioral techniques such as functional assessment/analysis, behavioral recording, differential reinforcement, antecedent manipulation, generalization training, and self-management.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

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