

Program Overview

Graduates of the Educational Technology program will be prepared to teach technology applications, use technology to support student learning of subject-area content, and provide professional development, mentoring, and basic technical and instructional assistance to other professional educators on their campuses and/or in their districts.

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
- \$55 nonrefundable application fee
- or
- \$90 nonrefundable application fee for applications with international credentials
- baccalaureate degree from a regionally accredited university (Non-U.S. degrees must be equivalent to a four-year U.S. Bachelor's degree. In most cases, three-year degrees are not considered. Visit our International FAQs (<https://www.gradcollege.txst.edu/international/faqs.html>) for more information.)
- official transcripts from **each institution** where course credit was granted
- a 2.75 overall GPA or a 2.75 GPA in the last 60 hours of undergraduate course work (plus any completed graduate courses)
- GRE not required
- statement of purpose (approximately 500 words) describing background and career goals including:
 - background in teaching and education
 - experience with using/integrating technology in the classroom
 - how the student's goals tie into the mission of the educational technology graduate program
 - what the student hopes to achieve by completing the program

Approved English Proficiency Exam Scores

Applicants are required to submit an approved English proficiency exam score that meets 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 (<http://www.gradcollege.txstate.edu/international/language.html#wave>).

- official TOEFL iBT with minimum individual scores of
 - 22 listening
 - 22 reading
 - 24 speaking
 - 21 writing

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

Degree Requirements

The Master of Education (M.Ed.) degree with a major in Educational Technology requires 30 semester credit hours.

Course Requirements

Code	Title	Hours
Required Courses		
CI 5390	Research Seminar in Education ¹	3
EDTC 5310	Introduction to Educational Technology	3
EDTC 5315	Advanced Educational Technology	3
EDTC 5320	Models of Integration of Educational Technology	3
EDTC 5325	Managing Educational Technology	3
EDTC 5330	Implementing Technology in Education	3
EDTC 5335	Instructional Design for Educational Technology	3
EDTC 5340	Issues in Educational Technology	3
Cognate – Educational Technology		
Choose 6 hours from the following:		6
ADED 5321	Adult Learning and Development	
ADED 5344	Multicultural Perspectives in Postsecondary Education and Adult Education	
ADED 5382	Foundations of Adult Education	
CI 5306		
CI 5312	Elementary Language Arts: Current Trends	
CI 5314	Human Growth and Development II	
CI 5333	The Secondary Curriculum	
CI 5363	Strategies for Improving Secondary Teaching	
DE 5324	Teaching Learning Strategies and Critical Thinking	
DE 5375	Learners in Developmental Education Contexts	
EDCL 5339	Understanding Self: Developing a Personal Vision of Leadership	
EDCL 5340	Shaping Organizations and Using Inquiry: Management and Leadership	
EDCL 5345	Understanding People: Professional Development	
EDCL 5348	Supervision of Instruction	
EDTC 5334	Online Learning and Course Design	
EDTC 5341	Digital Fabrication and Simple Electronics	
EDTC 5345	Educational Technology Internship	
RDG 5324	Developing Content Area Literacy in Middle and Secondary Schools	
RDG 5340	Connecting Reading and Writing in the Classroom	
May choose advisor-approved courses from outside the College of Education		
Total Hours		30

¹ CI 5390 must be taken within the first 12 hours of the graduate program.

Comprehensive Examination Requirement

All students are required to develop a professional portfolio, providing evidence of knowledge and skills related to educational technology.

This portfolio must be presented and defended during the student's final semester. A student who fails the portfolio defense must revise their portfolio for a new defense during the next regular semester.

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: ADED (p. 2), CI (p. 4), DE (p. 10), EDTC (p. 12), RDG (p. 12)

Courses Offered

Adult Education (ADED)

ADED 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

ADED 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

ADED 5314. Community Development for Educators.

Educators in community organizations and higher education will develop a theoretical and practical understanding of the role of learning, teaching, and leading within a community development framework. They will develop an awareness of self as change agent and community builder, as well as the importance of tapping into community assets.

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

Grade Mode: Standard Letter

ADED 5321. Adult Learning and Development.

This seminar will cover a range of topics of interest of professionals working with adult learners in a variety of settings, including characteristics and motivations of adult learners; theories of adult learning and intelligence; modes of adult cognitive and psychosocial development.

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

Grade Mode: Standard Letter

ADED 5322. Human Resources and Professional Development.

This course examines the primary role of human resources development in the organization to help people and organizations effectively manage change. It focuses on strategies for implementing training and organizational development efforts that positively impact the performance of the individual and the work group.

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

Course Attribute(s): Multicultural Perspective|Multicultural Content

Grade Mode: Standard Letter

ADED 5325. Teaching Adults: Principles and Practices.

This seminar addresses methods and techniques for effective instruction of adults across a variety of settings and content. The emphasis is on concepts, theories, and principles relevant to the selection, use, and evaluation of instructional strategies. Participants will have an opportunity to practice strategies that expand their teaching repertoire.

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

Grade Mode: Standard Letter

ADED 5330. Planning, Evaluating, and Managing Programs in Adult Education.

This seminar course introduces skills and concepts needed to plan, evaluate, and manage adult education programs within various settings. This course addresses principles and procedures, utilization of assessment, goal setting, and other effective strategies for developing learning opportunities and programs responsive to human, professional, and community needs.

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

Grade Mode: Standard Letter

ADED 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 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

ADED 5335. Applied Research in Adult Education.

An examination of purpose, principles, and methods of current research in adult education. Quantitative, qualitative, and mixed methods research design will be investigated as used in applied research including action research, evaluation research, and needs assessment.

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

Grade Mode: Standard Letter

ADED 5337. Adult Literacy.

The course is designed to provide students with a broad foundation about the needs of undereducated adults, including adult English language learners. Students will analyze and evaluate adult literacy legislation, instruction, research, and delivery systems.

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

Grade Mode: Standard Letter

ADED 5338. Applied Linguistics for ESL Teachers of Adults.

This course is designed to provide language teachers a practical introduction to the elements of the English language as applied to the teaching of ESL in adult settings; specifically, the course covers English syntactic structure, morphology, and phonology. (MULT).

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

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter

ADED 5339. Adult Literacy ESL Assessment and Evaluation.

This course is an introduction to assessment of adult students with emphasis on literacy and ESL populations. It is an overview of assessment constructs and social and historical movements in student literacy assessment and evaluation traditional assessment and evaluation.

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

Grade Mode: Standard Letter

ADED 5340. Adult Second Language Acquisition.

This course covers topics related to contemporary adult second language acquisition practices. It also examines the complexities of adult second language acquisition and the ways in which limited English-proficient adults learn more efficiently. Class readings and projects address a variety of issues dealing with adult second language acquisition.

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

Grade Mode: Standard Letter

ADED 5342. Adult ESL Methods and Materials.

This course reviews traditional and contemporary adult language teaching methodologies. It focuses on the design of lessons that integrate listening, speaking, reading, writing, culture and all language skills. This course provides strategies for choosing, adopting, and adapting textbooks that integrate teaching material appropriate to different adult language learning settings.

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

Grade Mode: Standard Letter

ADED 5343. Organizational Learning and Development.

The course addresses a range of topics, including the effects of change, methods of organizational change, and factors influencing organizational development success. Students learn the roles of internal and external organizational development consultants, tools and processes for helping organizational members identify problems, gather and analyze information, and implement solutions.

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

Grade Mode: Standard Letter

ADED 5344. Multicultural Perspectives in Postsecondary Education and Adult Education.

This seminar covers a broad range of topics related to diversity within postsecondary and adult education. Course readings and projects relate to a wide variety of settings including colleges and universities, adult literacy programs, the workplace, and community-based organizations. Students taking ADED 5344 may not take ADED 7344 for doctoral level credit. (MULT).

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

Course Attribute(s): Multicultural Content

Grade Mode: Standard Letter

ADED 5345. Current Issues in Adult, Continuing and Professional Education.

A seminar style course focusing on current issues in continuing and professional education including research and professional practice. Specific emphasis will vary depending on changes in contemporary issues. Students taking ADED 5345 may not take ADED 7345 for doctoral level credit.

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

Grade Mode: Standard Letter

ADED 5346. Adult and Nontraditional Students in Higher Education.

This seminar focuses on the "nontraditional student" in higher education, with emphasis on undergraduates 25 and older. Also considered are other nontraditional students facing similar challenges to participation in higher education. Topics include student characteristics, motivations, barriers, persistence, and outcomes as well as institutional and programmatic responses to this population.

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

Grade Mode: Standard Letter

ADED 5357. Advanced Studies in Action Research.

This course examines underlying theory, practice, skills, and issues in action research. Students will be introduced to various educational research methods used in action research and review the components and processes of action research. They will develop a plan for an action research project focused on a specific educational problem.

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

Grade Mode: Standard Letter

ADED 5364. Team Development in Education.

This course addresses the development and use of educational teams to improve educational organizations, teaching, and learning. Team development instruction focuses on managing teams, identifying leadership roles. Study topics include: the importance of shared leadership, product teams, and team decision-making.

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

Grade Mode: Standard Letter

ADED 5378. Problems in Adult Education.

This course is designed to examine topical problems faced by practitioners in adult 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

ADED 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 department chair.

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

Grade Mode: Standard Letter

ADED 5382. Foundations of Adult Education.

This course will provide an overview of the field of adult education in its various forms and settings. Topics include (1) historical origins of adult education as a field of study and practice, (2) philosophical perspectives, (3) organization and delivery of adult education, and (4) emerging developments and issues in the profession.

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

Grade Mode: Standard Letter

ADED 5384. Internship in Adult Education.

This course is an 80-clock hour internship is required of all Adult Education majors. The experience involves instruction and/or administration in an adult education setting and includes orientation to the roles, responsibilities, and functions of professionals in adult education. Prerequisite: ADED 5321 and ADED 5330 and ED 7324 and ADED 7325 all with a grade of "C" or better.

3 Credit Hours. 0 Lecture Contact Hours. 10 Lab Contact Hours.

Grade Mode: Credit/No Credit

ADED 5399A. Thesis.

This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Adult Education 5399B.

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

Grade Mode: Credit/No Credit

ADED 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

ADED 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

ADED 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

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 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. Emerging Frameworks for Gifted and Talented Education.

This course focuses on emerging frameworks for gifted and talented education, including practical applications for teaching practices, program policies, and what a gifted education could be.

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 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 5340D. Inclusive and Responsive Learning Environments in the Secondary Classroom.

This course focuses on approaches and strategies secondary teachers use to effectively manage instruction in the classroom. Specific issues related to adolescent development, learning theories, student diversity, and community involvement will be covered. Students will reflect on how these issues inform professional practices such as establishing inclusive classroom communities, managing student behavior and learning, and communicating effectively with parents and colleagues.

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

Grade Mode: Standard Letter

CI 5340E. Content and Instructional Knowledge in the Secondary Classroom.

This course focuses on frameworks and strategies for designing and implementing effective instruction in secondary classrooms. Topics include standards-based curriculum design, content literacy, collaborative learning, and student motivation. Students will also discuss evidence-based best practices for effective instruction and learning in secondary content areas.

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

Grade Mode: Standard Letter

CI 5340F. Assessment, Differentiation, and Reflection in the Secondary Classroom.

This course focuses on approaches to and strategies for assessing student learning needs and outcomes, and reflecting on teaching practices in the secondary classroom. Topics include differentiating instruction for diverse student populations, analyzing teacher feedback and student assessment data to inform future instructional choices, and reflecting on teaching practices for professional growth.

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

Grade Mode: Standard Letter

CI 5350. The Dual Credit Partnership.

This course analyzes the collaboration between and practices of institutes of higher education and independent school districts that impact dual credit courses offered on secondary campuses. The course content focuses on theoretical, historical and policy contexts of the dual credit partnership, as well as the unique expectations of each institution and the needs of the students they serve. Students will examine curricular and programmatic strategies for implementing effective dual credit partnerships in the K-12 setting.

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

Grade Mode: Standard Letter

CI 5351. Creative Teaching, Learning, and Leading in Advanced/Gifted Education.

This course focuses on the practical application of creativity research and theories to advanced/gifted education teaching, learning, and leading.

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

Grade Mode: Standard Letter

CI 5352. Research and Current Topics in Talent Development and Creativity.

This course focuses on current topics, emerging issues, and recent research related to talent development and creativity, with both theoretical and practical applications. Current topics and specific research approach emphases will vary. The course is repeatable for credit.

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

Course Attribute(s): Exclude from 3-peat Processing

Grade Mode: Standard Letter

CI 5354. Leadership in Gifted and Talented Education.

This course focuses on leadership in gifted and talented education, including leading through the coordinator role and efforts toward transformative change.

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

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.

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.

Course Attribute(s): Multicultural Perspective|Multicultural Content

Grade Mode: Standard Letter

CI 5392. Inclusive and Responsive Learning Environments in the Secondary Classroom.

This course focuses on approaches and strategies secondary teachers use to effectively manage instruction in the classroom. Specific issues related to adolescent development, learning theories, student diversity, and community involvement will be covered. Students will reflect on how these issues inform professional practices such as establishing inclusive classroom communities, managing student behavior and learning, and communicating effectively with parents and colleagues.

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

Grade Mode: Standard Letter

CI 5393. Content and Instructional Knowledge in the Secondary Classroom.

This course focuses on frameworks and strategies for designing and implementing effective instruction in secondary classrooms. Topics include standards-based curriculum design, content literacy, collaborative learning, and student motivation. Students will also discuss evidence-based best practices for effective instruction and learning in secondary content areas.

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

Grade Mode: Standard Letter

CI 5394. Assessment, Differentiation, and Reflection in the Secondary Classroom.

This course focuses on approaches to and strategies for assessing student learning needs and outcomes, and reflecting on teaching practices in the secondary classroom. Topics include differentiating instruction for diverse student populations, analyzing teacher feedback and student assessment data to inform future instructional choices, and reflecting on teaching practices for professional growth.

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

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 Capstone: Professionalism and Professional Development.

Course will focus on using interpretations of assessment data, literacy research, and state/national curriculum/assessment requirements to demonstrate leadership and design/deliver professional development/coaching for literacy assessment and instruction. Capstone students will also work in approved educational settings to demonstrate the roles of the Reading Specialist (including literacy teacher, interventionist, leader, and coach) in a 160-hour supervised internship. Reading Specialist Candidates only. Prerequisites: Departmental Approval.

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