MASTER OF ARTS (M.A.) MAJOR IN SECONDARY EDUCATION

Program Overview

The program develops teacher leaders who will make significant contributions in schools and other educational settings. The department offers paid assistantships, which give students opportunities to help professors conduct research or teach classes while earning a salary.

Application Requirements

Application requirements consist of institutional and program requirements for applicable semesters of entry during the current academic year. Additional information 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/).

Unless otherwise noted on The Graduate College program page, AI tools can only be used to correct spelling and grammar errors in application materials.

Institutional Requirements

Institutional requirements are the minimum standards for admission to any graduate program at Texas State. These include:

- Completed online application
- Nonrefundable application fee
  - Degree Programs (Doctoral and Master's)
    - $55 fee, or
    - $90 for applications with international credentials
  - Post-Baccalaureate Programs (Certificate, Certification, Non-Degree, and Visiting)
    - $20 fee, or
    - $60 for applications with international credentials
- Official transcripts from each institution where course credit was granted. Final transcripts showing degree completion are required before the student may register for their second term of enrollment.
- GPA requirements (a higher GPA may be listed in the Program Requirements)
  - Doctoral programs require a 3.00 overall GPA or a 3.00 GPA in your last 60 hours (https://www.gradcollege.txst.edu/admissions/policy.html#gpa) of undergraduate course work (plus any completed graduate courses).
  - Master's and Specialist programs require a 2.75 overall GPA or a 2.75 GPA in your last 60 hours (https://www.gradcollege.txst.edu/admissions/policy.html#gpa) of undergraduate course work (plus any completed graduate courses).
  - Post-Baccalaureate programs require a 2.50 overall GPA or a 2.50 GPA in your last 60 hours (https://www.gradcollege.txst.edu/admissions/policy.html#gpa) of undergraduate course work (plus any completed graduate courses).
- 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.)

Approved English Proficiency Exam Scores

Applicants are required to submit an approved English proficiency exam score that meets the minimum 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#waiver). Some programs may restrict acceptable tests or require higher scores than the institutional scores; this will be noted in the Program Requirements.

- official TOEFL iBT scores required with a 78 overall if taken on or before January 21, 2026
- official TOEFL iBT scores required with a 4 overall if taken after January 21, 2026
- official PTE scores required with a 52 overall
- official IELTS (academic) scores required with a 6.5 overall and minimum individual module scores of 6.0
- official Duolingo scores required with a 110 overall
- official TOEFL Essentials scores required with an 8.5 overall
- official Texas State Intensive English Program score of 90% or higher in the highest-level course (level 5)

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

- 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 3.4 overall GPA or a 3.4 GPA in the last 60 hours of undergraduate course work (plus any completed graduate courses)
- GRE not required
- statement of purpose (one page) identifying and describing the student's research interests. Students should address this question: "What has motivated you to enter the teacher profession, become a dual-credit teacher, and/or want to earn your M.A.?"

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#waiver).

- official TOEFL iBT scores required with a 78 overall
- official PTE scores required with a 52
- official IELTS (academic) scores required with a 6.5 overall and minimum individual module scores of 6.0
- official Duolingo Scores required with a 110 overall
- official TOEFL Essentials scores required with an 8.5 overall

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

Degree Requirements

The Master of Arts (M.A.) degree with a major in Secondary Education requires 30 semester credit hours, including a thesis.

Course Requirements

Code	Title	Hours
Required Courses		
CI 5314	Adolescent Growth and Development	3
CI 5325		3
or CI 5372	Survey of Educational Philosophies	
CI 5364	Advanced Instructional Strategies for Secondary Teachers	3
CI 5390	Introduction to Education Research	3
CI 5395	Capstone for Education Students	3
Thesis		
CI 5399A	Thesis	3
Choose a minimum of 3 hours from the following:		3
CI 5199B	Thesis	
CI 5299B	Thesis	
CI 5399B	Thesis	
CI 5599B	Thesis	
CI 5999B	Thesis	
Cognate		
Choose 9 hours of advisor-approved courses		9
Total Hours		**30**

Comprehensive Examination Requirement

All candidates for graduate degrees must pass a capstone course, which serves as the comprehensive exam requirement. Candidates should ask the graduate advisor which capstone course fulfills the requirement for their specific degree.

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

If a student elects to follow the thesis option for the degree, a committee to direct the written thesis will be established. The thesis must demonstrate the student's capability for research and independent thought. Preparation of the thesis must be in conformity with the *Graduate College Guide to Preparing and Submitting a Thesis or Dissertation*.

Thesis Proposal (http://www.gradcollege.txstate.edu/docs/Thesis_Diss_Guide.pdf)

The student must submit an official Thesis Proposal Form (http://www.gradcollege.txstate.edu/forms.html) and proposal to his or her thesis committee. Thesis proposals vary by department and discipline. Please see your department for proposal guidelines and requirements. After signing the form and obtaining committee members' signatures, the graduate advisor's signature if required by the program and the department chair's signature, the student must submit the Thesis Proposal Form with one copy of the proposal attached to the dean of The Graduate College for approval before proceeding with research on the thesis. If the thesis research involves human subjects, the student must obtain exemption or approval from the Texas State Institutional Review Board prior to submitting the proposal form to The Graduate College. The IRB approval letter should be included with the proposal form. If the thesis research involves vertebrate animals, the proposal form must include the Texas State IACUC approval code. It is recommended that the thesis proposal form be submitted to the dean of The Graduate College by the end of the student's enrollment in 5399A. Failure to submit the thesis proposal in a timely fashion may result in delayed graduation.

Thesis Committee

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

Thesis Enrollment and Credit

The completion of a minimum of six hours of thesis enrollment is required. For a student's initial thesis course enrollment, the student will need to register for thesis course number 5399A. After that, the student will enroll in thesis B courses, in each subsequent semester until the thesis is defended with the department and approved by The Graduate College. Preliminary discussions regarding the selection of a topic and assignment to a research supervisor will not require enrollment for the thesis course.

Students must be enrolled in thesis credits if they are receiving supervision and/or are using university resources related to their thesis work. The number of thesis credit hours students enroll in must reflect the amount of work being done on the thesis that semester. It is the responsibility of the committee chair to ensure that students are making adequate progress toward their degree throughout the thesis process. Failure to register for the thesis course during a term in which supervision is received may result in postponement of graduation. After initial enrollment in 5399A, the student will continue to enroll in a thesis B course as long as it takes to complete the thesis. Thesis projects are by definition original and individualized projects. As such, depending on the topic, methodology, and other factors, some projects may take longer than others to complete. If the thesis requires work beyond the minimum number of thesis credits needed for the degree, the student may enroll in additional thesis credits at the committee chair's discretion. In the rare case when a student has not previously enrolled in thesis and plans to work on and complete the thesis in one term, the student will enroll in both 5399A and 5399B.

The only grades assigned for thesis courses are PR (progress), CR (credit), W (withdrew), and F (failing). If acceptable progress is not being made in a thesis course, the instructor may issue a grade of F. If the student is making acceptable progress, a grade of PR is assigned until

the thesis is completed. The minimum number of hours of thesis credit ("CR") will be awarded only after the thesis has been both approved by The Graduate College and released to Alkek Library.

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

Thesis Deadlines and Approval Process

Thesis deadlines are posted on The Graduate College (http://www.gradcollege.txstate.edu/) website under "Current Students." The completed thesis must be submitted to the chair of the thesis committee on or before the deadlines listed on The Graduate College website.

The following must be submitted to The Graduate College by the thesis deadline listed on The Graduate College website:

1. The Thesis Submission Approval Form bearing original (wet) and/or electronic signatures of the student and all committee members.
2. One (1) PDF of the thesis in final form, approved by all committee members, uploaded in the online Vireo submission system.

After the dean of The Graduate College approves the thesis, Alkek Library will harvest the document from the Vireo submission system for publishing in the Digital Collections database (according to the student's embargo selection). **NOTE: MFA Creative Writing theses will have a permanent embargo and will never be published to Digital Collections.**

While original (wet) signatures are preferred, there may be situations as determined by the chair of the committee in which obtaining original signatures is inefficient or has the potential to delay the student's progress. In those situations, the following methods of signing are acceptable:

- signing and faxing the form
- signing, scanning, and emailing the form
- notifying the department in an email from their university's or institution's email account that the committee chair can sign the form on their behalf
- electronically signing the form using the university's licensed signature platform.

If this process results in more than one document with signatures, all documents need to be submitted to The Graduate College together.

No copies are required to be submitted to Alkek Library. However, the library will bind copies submitted that the student wants bound for personal use. Personal copies are not required to be printed on archival quality paper. The student will take the personal copies to Alkek Library and pay the binding fee for personal copies.

Master's level courses in Curriculum and Instruction: CI (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-ma/#curriculum-instruction), DE (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-ma/#development-education), ECE (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-ma/#early-childhood-education), EDTC (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-ma/#educational-technology), RDG (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-ma/#reading), SPED (http://mycatalog.txstate.edu/graduate/education/curriculum-instruction/secondary-education-ma/#special-education)

Courses Offered

Curriculum and Instruction (CI)

CI 5199B. Thesis.
This course represents a student's continuing thesis enrollment, supporting the completion of the student's independent and original research in a field of curriculum and instruction under the direct supervision of the student's thesis advisor. The selected field could include early childhood education, bilingual education, elementary education, middle school education, secondary education, special education, reading education, educational technology, talent development, or another related field. Under the supervision of their thesis advisor, the student implements a plan of study, drawing upon a well-established method or a hybrid of methods, tailored to the student's research interest and focus. No thesis credit is awarded until the student has completed the thesis.
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 enrollment, supporting the completion of the student's independent and original research in a field of curriculum and instruction under the direct supervision of the student's thesis advisor. The selected field could include early childhood education, bilingual education, elementary education, middle school education, secondary education, special education, reading education, educational technology, talent development, or another related field. Under the supervision of their thesis advisor, the student implements a plan of study, drawing upon a well-established method or a hybrid of methods, tailored to the student's research interest and focus. No thesis credit is awarded until the student has completed the thesis.
2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 5303. Teaching Math in the Elementary School.
This course examines research based frameworks for analyzing children's mathematical thinking across a range of elementary educational contexts. Drawing on current scholarship in mathematics education, students study children's mathematical thinking to design, implement, and evaluate instructional practices that examine instructional practices associated with children's reasoning and mathematical sense#making. The course analyzes research on how culture, language, and prior learning experiences may relate to mathematical understanding and classroom discourse. Through reflective inquiry, students synthesize research findings on student-centered learning to design and adapt conceptually focused EC-8 mathematics instruction for learners with varied backgrounds and learning needs.
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.
This course investigates the intersection of STEM (Science Technology, Engineering, Mathematics) pedagogy and practice, with a focus on design-based learning environments. Students explore and analyze instructional strategies that draw on student resources and instructional use of available classroom and community materials for developing STEM literacy and identity in early childhood and elementary learners in alignment with state standards. Emphasis is placed on examining research#supported teaching practices and strategies that utilize available classroom and community materials in elementary STEM instruction. Course content bridges theory and action, focusing on collaborative environments that engage young learners in science and engineering practices.
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 established and emerging frameworks for gifted and talented education. Students examine key aspects of multiple frameworks for gifted and talented education and analyze potential impacts of different frameworks for gifted and talented education on PK-12 school policies, PK-12 educational practices, and PK–12 educational experiences and opportunities. Students analyze multiple perspectives on various contemporary issues in gifted and talented education and investigate possible future directions for PK-12 gifted and talented education.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5309. Advanced Studies Capstone in Education.
This course offers graduate students a culminating capstone experience that supports integrative thinking across their advanced studies in education. Students investigate various concepts, themes, frameworks, and bodies of evidence relevant to their program of study. Activities include reflective analysis, synthesis of prior coursework, and the design of plans or proposals informed by relevant research, theory, and frameworks. Through guided inquiry and structured experiences, students engage with various topics and themes relevant to their program of study. Prerequisite: [CI 5310 or CI 5351] and CI 5352 and CI 5383 and two from the following [BILG 5388 or CI 5308 or CI 5311 or CI 5319 or CI 5324 or CI 5330 or CI 5354 or CI 5359 or CI 5368 or CI 5373 or CI 5381] all with grades of a "C" or better.
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.
This course explores creativity through an examination of creativity theories, research, practices, and issues. Students apply concepts, theories, research, and practices associated with creativity to varied educational and professional contexts, including, as appropriate, their own practice. Students investigate topics including group creativity, contemporary issues related to creativity, and the relevance of creativity in education and society. Students analyze and describe professional practices designed to foster creativity with youth and adults. Students may not take both CI 5310 and CI 5351 for credit.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5311. Applied Professional Practices in Talent Development.
This course focuses on applied professional practices in talent development in school or community settings. Emphasis is placed on the integration of theory, research, and practice relevant to youth or adult talent development. Students design and implement professional practice projects relevant to adult or youth talent development in specific school or community settings. Using relevant research, theory, and frameworks, students analyze issues and evidence associated with project implementation and interpret their findings, toward the articulation of possible implications or potential next steps. Prerequisite: [CI 5310 or CI 5351] and CI 5352 and CI 5383 and one of the following [CI 5308 or CI 5319 or CI 5324 or CI 5330 or 5359 or CI 5373] all with grades of a "C" or better.
3 Credit Hours. 0 Lecture Contact Hours. 6 Lab Contact Hours.
Grade Mode: Credit/No Credit

CI 5313. Research Seminar in Human Growth and Development.
This course examines the multifaceted dimensions of human growth and development, from physiological milestones to complex cognitive and socio-emotional transitions. Students analyze foundational learning theories—including behaviorist, constructivist, and ecological perspectives—to understand how individuals can process information and interact with their environments. Emphasis is placed on how variables such as biological development, culture, language, and socioeconomic status can impact individuals. Course content provides a foundation that prepares students to examine teaching practices that consider implications for all learners.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5314. Adolescent Growth and Development.
This course analyzes adolescence as a stage of human development involving cognitive, social, and emotional change. Students examine how adolescents' roles and relationships evolve within families, peer groups, educational institutions, and broader social environments. Students explore how everyday experiences impact adolescent development and how these factors shape teachers' understandings of adolescence. Students use scholarly research, developmental theories, and comparative case studies to develop skills in evaluating research findings, comparing theoretical perspectives, and explaining adolescent development within social contexts.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5317. Teaching Strategies for Elementary Teachers: Alternative Models.
This course examines research-based alternative teaching models grounded in major learning theories and their application in elementary classroom settings. Through case analysis, collaborative discussion, and applied lesson design, students explore differentiated instruction, flexible grouping, and responsive pedagogy to broaden their understanding of effective elementary methodologies. Students select, justify, and implement research-based instructional strategies that enhance student engagement, as measured through documented student outcomes, and improve measurable learning outcomes in elementary classrooms. Course content emphasizes the design of standards-aligned instructional sequences that incorporate multiple evidence-based teaching models and differentiated supports as well as the analysis of student performance data to determine the effectiveness of differentiated instructional approaches.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5319. Youth Thriving in Advanced/Gifted Education.
This course investigates youth thriving in PK–12 advanced/gifted education contexts. Students examine research and theory related to thriving and well-being, including research on varied psychosocial issues of common concern in advanced/gifted education settings. Students investigate the scholarly literature on factors that may influence PK–12 learners' well-being, thriving, and advanced/gifted education outcomes. Students evaluate proposed potential PK-12 advanced/gifted education practices in relation to the scholarly literature associated with well-being, thriving, and the field of gifted and talented education.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5323. Middle School Philosophy and Learning.
This course examines the philosophical and historical foundations of the middle school movement and how they align with effective instruction of young adolescents. Students study young adolescents' cognitive, emotional, social, ethical, and physical development. Students identify relationships between developmental progress and successful instructional planning and classroom management. Students also evaluate instructional delivery strategies and lessons for instructional rigor, developmental responsiveness, and adherence to state standards. Research supporting positive learning environments that include family and community collaboration are reviewed.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5324. Assessment and Communication in Gifted and Talented Education.
This course focuses on assessment and communication in gifted and talented education, with emphasis on elementary and middle school settings. Topics include gifted education assessment practices, communication approaches employed with gifted education stakeholders, and gifted education program coordination tasks. Students investigate how various gifted education assessment practices and communication approaches relate to gifted education research, professional standards, and scholarly perspectives. Students analyze how different assessment practices and communication approaches used in PK–12 gifted education may shape learners' educational experiences and opportunities in varied ways.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5326. Curriculum & Management in the Elementary & Middle School.
This course examines principles of curricular development in grades EC-8, including scope and sequence documents, curriculum, instructional goals and objectives, lesson and unit planning, instructional strategies and frameworks that promote student learning, evaluation of instructional texts and materials, design of instructional assessment, classroom management, and the state teacher evaluation system. Students are required to complete 50 clock hours of active, in person field experience in EC-8 school settings in order to meet statutory requirements for clinical teaching. Prerequisite: Admittance to Educator Preparation.
3 Credit Hours. 3 Lecture Contact Hours. 4 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5327. Principles and Practices in the Elementary School.
This course examines emerging trends in elementary school practices, emphasizing the philosophy and objectives of contemporary education alongside effective implementation procedures. Course content includes classroom organization, management, and principles of unified learning applied to school experiences. Students connect theory to practice by engaging in curriculum planning and the development of instructional experiences aligned with stated learning objectives while applying strategies for individual needs and diverse assessment methods. The curriculum prepares students to design, implement, and evaluate developmentally appropriate instruction that aligns with current elementary education goals and state standards.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5328. Teaching Elementary and Middle School Social Studies.
This course engages students in pedagogical approaches to required social studies topics taught at the elementary and middle school levels in Texas. Students examine research-based approaches to EC-8 social studies education with attention to content knowledge, instructional practice, and continuous professional growth. Course content reflects Texas standards in the areas of history, geography, economics, government, civics, culture, and science in society. Through analytical study of multiple perspectives, students investigate how to design and implement coherent, well-structured social studies learning experiences.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5329. The Elementary and Middle School Science Curriculum.
This course prepares students to implement the Texas Education Agency's Core EC-8 Science framework through evidence-based instructional strategies. Students explore methods for teaching life, Earth, space, and physical sciences while integrating recurring themes like cause and effect and system modeling. Course content emphasizes scientific and engineering practices, including investigations conducted according to established research#ethics and safety guidelines. Students learn to apply formative and summative assessments to identify learning gaps and design differentiated instruction, scaffolding, and interventions for all learners. By aligning classroom practice with state standards, students build expertise to develop scientific reasoning skills in early childhood through eighth-grade learning environments.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5330. Multicultural Teaching and Learning.
This course focuses on theories, principles, research, and contemporary issues in multicultural education. Students assess the current K-12 education system, evaluate current approaches to multicultural education, and critique strategies proposed for designing and implementing culturally relevant and sustaining pedagogies.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5333. Secondary Curriculum and Assessment.
This course examines the development of curriculum and assessments with special emphasis on secondary classrooms in Texas. Students analyze research#based principles and techniques for adapting and constructing curriculum and assessments based on state#adopted content standards. Students create curriculum that is well#organized, sequential, instructionally coherent, and responsive to learner needs, including students with disabilities and emergent bilingual students. Students examine the integration of technology for digital and virtual learning, develop formative and summative assessments, and analyze assessment data to improve instruction.
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.
This course prepares students to work effectively with learners whose home language is other than English. Students examine learner demographics, language acquisition theories, and the research findings related to bilingualism. Students analyze educational research on how English as a Second Language (ESL) methods and materials can impact learners' cognitive, socioemotional, and sociocultural development. Emphasis is placed on content area learning, assessment, and approaches to and strategies for developing the listening, speaking, reading and writing skills of learners with diverse linguistic backgrounds.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5337. Language Acquisition and Development.
This course examines the theoretical foundations of first and second language acquisition, with an emphasis on key concepts in child language development and additional language learning. Students examine current educational theories, research findings, and instructional implications related to how languages are acquired across family, community, school, and social contexts. Students investigate cognitive, socioemotional, and sociocultural research on policy and contextual factors that shape the language development of emergent bilingual students. Emphasis is placed on applying theories of language development to instructional and assessment practices in linguistically and culturally diverse learning environments.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5339. Project-Based Learning.
This course examines the intersection of educational theory and classroom practice through the lens of Project-Based Instruction. Students investigate theories of how people learn and examine technological competencies commonly used to design an authentic, interdisciplinary unit for secondary classrooms. Course curriculum focuses on four essential design principles: deep understanding, instructional scaffolding, formative assessment, and social structures for revision. Students collaborate to create comprehensive project components—including anchor videos and digital websites—to examine relationships between theoretical pedagogy and practical, student engagement.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5350. Teaching in Dual Credit Partnerships.
This course analyzes collaboration between institutions of higher education and independent school districts involved in dual credit partnerships. Students examine the theoretical, historical, and policy contexts that shape dual credit programs, as well as the distinct expectations of participating institutions and the documented characteristics and support needs of dual credit students. Course content addresses curricular and programmatic strategies for implementing and teaching dual credit courses across varied partnership models in local school districts. Emphasis is placed on understanding how institutional practices and partnership structures influence instruction, student access, and program effectiveness in secondary campus settings.
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. Topics include the application of techniques for fostering creative thinking, the examination of rationales for creativity in education, and the evaluation of scholarly perspectives on the relevance of creativity in advanced/gifted education and society. Students analyze and apply practices for fostering creativity in PK-12 contexts including advanced/gifted education. Students may not take both CI 5351 and CI 5310 for credit.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5352. Investigations of Excellence.
This course explores research and theory related to how excellence is conceptualized and pursued across varied domains and contexts. Students analyze multiple theoretical frameworks, examine factors that may potentially affect how excellence is defined and engaged with in varied domains, and consider implications for PK-12 education, adult and youth talent development, and well-being. Through qualitative inquiry methods, students investigate how excellence is understood, cultivated, and enacted. Students interpret their findings and communicate their inquiry findings using varied approaches.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5354. Leadership in Talent Development.
This course examines theories, research, and professional practices related to leadership in talent development, with special attention to PK–12 gifted education contexts. Students explore varied conceptualizations of leadership, investigate multiple approaches to leadership, and examine frameworks relevant to leadership in youth and adult talent development. Through analysis of issues and case situations, students consider how different leadership approaches may influence individuals' experiences. Students critically examine leadership perspectives informed by reflective analysis and relevant scholarly literature.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5359. Curriculum with Rigor, Depth, and Complexity.
This course focuses on curriculum and teaching approaches that emphasize rigor, depth, and complexity across varied PK-12 educational settings. Through engagement with the scholarly literature, students analyze the potential impact of various factors on PK-12 learners' access to challenging learning opportunities across diverse educational contexts. Students examine multiple curricular models and various teaching practices associated with rigor, depth, and complexity. Students design curricular materials that foster engaging, cognitively rigorous educational experiences in varied PK-12 settings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5361. Pedagogy and Curriculum in the Elementary School.
This course introduces the strategies elementary teachers use to effectively manage and deliver instruction. Students explore child development, learning theories, cultural sustainability, and community involvement, and reflect on how these areas inform inclusive professional practices. Attention is also given to the structure and purpose of the Texas Essential Knowledge and Skills and the principles of standards-based learning. Students apply this knowledge to plan developmentally appropriate instruction, build positive classroom communities, support student behavior and learning, and communicate effectively with families and colleagues. A focus on purposeful lesson design prepares students for practical decision making in classroom settings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5362. Teaching Math and STEM in the Elementary School.
This course examines the role of problem solving in elementary mathematics and science teaching and learning for students with varied backgrounds. Students analyze research-based approaches to integrating mathematical skills with the collection, recording, analysis, and communication of scientific observations through integrated STEM (Science, Technology, Engineering, Mathematics) experiences aligned with state standards. The course examines research on how linguistic, cultural, and educational backgrounds may relate to instructional decision making and problem solving approaches in elementary classrooms. Students analyze and design learning activities that align with mathematical and scientific process standards and draw on children's existing knowledge. Emphasis is placed on evaluating instructional choices and examining developmentally appropriate learning experiences across varied educational contexts.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5363. Strategies for Improving Secondary Teaching.
This course examines instructional methodologies used in secondary education and considers how teachers design, organize, and deliver classroom learning experiences. Students study a range of pedagogical models, analyze their theoretical foundations, and review research on instructional effectiveness. Topics include cognitive taxonomies, direct instruction, gradual release of responsibility, inquiry-based learning, and cooperative learning. Students participate in field experiences in a local secondary school, during which they observe and reflect on teaching practices, classroom interactions, and the alignment between instructional strategies and learning objectives. Students observe and analyze instructional practices; evaluation does not require endorsement of any specific model. Prerequisite: Admittance to Educator Preparation.
3 Credit Hours. 3 Lecture Contact Hours. 4 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5364. Advanced Instructional Strategies for Secondary Teachers.
This course explores the application of current pedagogical research to secondary instruction in both standard and advanced academic classroom settings. Students analyze aspects of college readiness and academic rigor in secondary instruction, including the cognitive complexity of subject#matter content. Students synthesize evidence#based theories of learning into a comprehensive teaching and learning framework aligned with instructional goals and design instruction that addresses secondary students' metacognitive capacities alongside academic content understanding.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5368. Becoming: Explorations and Investigations.
This course introduces students to diverse scholarly and creative conceptualizations of becoming. Students explore how becoming is represented in research literature, theoretical frameworks, artworks, films, and varied historical and contemporary cultural examples. Students investigate potential PK–12 educational implications of research and theory related to becoming. Students evaluate how various frameworks and creative practices related to becoming potentially may shape youths' perceptions of varied future possibilities and inform curriculum design or pedagogical considerations in PK–12 settings. Prerequisite: CI 5310 or CI 5381 with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

CI 5370. Classroom Management and Legal Responsibilities in Secondary Education.
This course explores the development of effective classroom management systems grounded in evidence#based educational theory and research. Students examine research#supported approaches for creating positive learning environments that promote student engagement and success in secondary instructional settings. Topics include analyzing research#based perspectives on classroom management, identifying effective instructional and behavioral strategies, and designing comprehensive management systems. Students also review the structure of the Texas school system and Texas school law as it applies to classroom teachers and students, with attention to legal responsibilities and professional ethical frameworks relevant to secondary educators.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5371. Advanced Classroom Management Frameworks and Strategies.
This course examines how factors related to PK-12 learners' motivation and academic engagement affect teachers' management practices in classroom settings. Students analyze foundational and contemporary sociocognitive frameworks to identify interactions between motivational and engagement factors that affect PK-12 learners' participation in academic instruction. An assessment of the potential impact of evidence-based management strategies on PK-12 learners' motivation and academic engagement is also considered. Students construct and evaluate management frameworks based on research findings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5372. Survey of Educational Philosophies.
This course analyzes traditional and contemporary educational philosophies and their relevance to the aims, methods, and structures of systems of schooling. Students examine how various perspectives conceptualize curriculum, pedagogy, and the role of the learner. Course content includes analysis of primary texts, comparative analysis, and critical examination of theoretical assumptions. Students analyze varied educational arguments and their impact on scholarly inquiry.
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 course examines current models, research, and theory of professional development for K-12 teachers. Students analyze models of professional development that are implemented by schools to promote professional growth among teachers, including professional learning communities, teacher study groups, lesson study, peer coaching, mentoring, and action research. Students examine traditional and distributed leadership theories, and the roles that teacher leaders assume to facilitate ongoing, teacher-led professional development among colleagues in schools, such as peer coach, mentor, and action researcher. Students use research to design professional development plans to implement in schools.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5375. Problems of Practice in Elementary Education.
This course provides students with an opportunity to enhance and expand their pedagogical knowledge and skills through in#depth exploration of research#based methods, theories, and innovative practices in elementary education. Students examine emerging approaches, curriculum materials, and strategies connected to current developments in the field. Emphasis is placed on strengthening instructional understanding, broadening professional perspectives, and analyzing how evidence#informed practices can support effective learning experiences for children in elementary settings. Through this focus, students build the capacity to evaluate instructional options, apply research#supported strategies, and justify professional decisions in response to identified educational needs.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

CI 5376. Problems in Secondary Education.
This course allows master's students to engage in independent, faculty-guided study of a selected topic or applied area in secondary education, emphasizing analytical inquiry and specialized learning beyond regularly offered courses. Activities may include, but are not limited to, analysis of scholarly literature, application of research methods, analytical writing, curriculum development, or applied project work, as appropriate to the topic and individualized learning plan. The scope, methods, and deliverables of the course are determined in consultation with the supervising faculty member. Emphasis is placed on a scholarly analysis of independent, inquiry-based learning consistent with disciplinary standards. The independent study may be repeated once for credit with different emphasis. Prerequisite: Departmental Approval.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

CI 5378. Problems in Education.
This course allows master's students to engage in faculty-guided study of a selected topic or applied area in education, emphasizing analytical inquiry and specialized learning beyond regularly offered courses. Potential fields of study include bilingual education, elementary education, middle level education, educational technology, and talent development. Activities may include, but are not limited to, analysis of scholarly literature, application of appropriate research methods, analytical writing, curriculum development, or applied project work, as appropriate to the topic and individualized learning plan. The scope, methods, and deliverables of the course are determined in consultation with the supervising faculty member. Emphasis is placed on independent, inquiry-based learning consistent with disciplinary standards. The independent study may be repeated once for credit with different emphasis. Prerequisite: Departmental Approval.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

CI 5381. Curiosity and Imagination.
This course explores research, theory, and practices related to curiosity and imagination, with emphasis on educational contexts and issues. Students use varied analytical frameworks to examine types of curiosity and imagination as represented in scholarly literature and creative work. Students investigate research#based approaches for supporting curiosity, imagination, and interest development in schools and communities, including PK–12 educational settings. The course also examines research#based discussions of reported well#being outcomes associated with curiosity and imagination.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

CI 5383. Mentoring Across the Life Span.
This course focuses on mentoring across the life span. Students investigate research on mentoring and analyze varied processes and practices for mentoring adults and young people in multiple contexts, including schools and communities. Topics include the investigation of various types of mentoring, multiple rationales for mentoring, and different approaches to mentoring, such as strength-based and asset-based orientations to mentoring. Students apply key structural design elements of mentoring programs and develop a coherent, evidence-informed approach to mentoring.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5387. Bilingual Education Principles and Practices.
This course examines current trends, theoretical foundations, and the policy and historical contexts that have shaped the course of bilingual education. Students interpret local, state, national, and global perspectives on bilingualism and explore theories of language acquisition. Emphasis is placed on analyzing historical events and landmark legal cases in bilingual education, evaluating various bilingual education program models, and developing instructional strategies and curriculum materials appropriate for culturally and linguistically diverse learners.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5389. Action Research for Practitioners.
This course engages practicing teachers in the systematic examination of a self#selected topic through action research in their educational settings. Students build on previously developed research questions and explore methods to gather appropriate qualitative and quantitative data that illuminate their practice#based research question. Students examine strategies for analyzing data, interpret patterns of evidence, and implement ethical dimensions of inquiry. Attention is given to generating evidence#supported insights and reflecting on broader implications. Students create and present a professional research poster that communicates their study's central elements. Prerequisite: CI 5390 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. Introduction to Education Research.
This course examines foundational methods and professional ethical standards governing research practice in education research. Students focus on the design, analysis, and evaluation of qualitative and quantitative research approaches commonly used in educational settings. Students analyze existing research literature, evaluate the methodological quality of published research, explore data generated from educational research designs, and examine methodological decision-making in applied educational contexts. Students apply appropriate research methods to educational questions, develop pilot study designs, and present research findings using professional academic conventions.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5392. Learning Environments in the Secondary Classroom.
This course focuses on approaches and strategies for effectively managing instruction in the secondary classroom. Concepts related to adolescent development, learning and behavior theories, students as learners, and community involvement will be covered. Topics include professional practices such as establishing engaging classroom communities, managing student behavior and learning, and effectively communicating 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 analyzes instructional design frameworks and the processes by which secondary teachers plan, organize, and evaluate classroom learning. Students investigate standards alignment, literacy demands within content areas, models of group learning, research-based theories of student engagement, and learning processes. Through case studies, observational analysis, and evaluation of high-quality instructional materials, students assess how various pedagogical approaches function in subject-specific settings and design developmentally-appropriate instruction. Students engage in evidence-based inquiry and systematic examination of instructional choices to develop skills in reflective practice.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

CI 5394. Curriculum, Assessment, and Reflection in the Secondary Classroom.
This course focuses on approaches to and strategies for developing standards-based curricula, student-centered instruction, assessing student learning needs and outcomes, and reflecting on teaching practices in the secondary classroom. Topics include unit and lesson planning; pre-assessment, formative assessment, and summative assessment; analyzing teacher feedback and student assessment data to inform future instructional decisions; 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 analyzes research and theory related to effective teaching, professionalism, and ongoing professional growth. Students examine key frameworks, including the state-adopted teacher evaluation system in Texas, that inform instructional decision-making, ethical practice, and reflective teaching. Through reflection and critical analysis of their own beliefs, experiences, and learning, students assess strengths and areas for professional growth. Topics include an analysis of common instructional practice, learning environment, assessment, reflective practice, and professional responsibilities and ethics. Students self-select and investigate professional development opportunities for professional growth and then collaborate with peers to assess plans and goals.
Prerequisite: CI 5390 with a grade 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, towards the completion of independent and original research in a field of curriculum and instruction under the direct supervision of the student's thesis advisor. The selected field could include early childhood education, bilingual education, elementary education, middle school education, secondary education, special education, reading education, educational technology, talent development, or another related field. Together with their thesis advisor, the student develops a plan of study, drawing upon a well-established method or hybrid of methods, tailored to the student's research interest and focus. No thesis credit is awarded until the student has completed the thesis.
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 enrollment, supporting the completion of the student's independent and original research in a field of curriculum and instruction under the direct supervision of the student's thesis advisor. The selected field could include early childhood education, bilingual education, elementary education, middle school education, secondary education, special education, reading education, educational technology, talent development, or another related field. Under the supervision of their thesis advisor, the student implements a plan of study, drawing upon a well-established method or a hybrid of methods, tailored to the student's research interest and focus. No thesis credit is awarded until the student has completed the thesis.
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 enrollment, supporting the completion of the student's independent and original research in a field of curriculum and instruction under the direct supervision of the student's thesis advisor. The selected field could include early childhood education, bilingual education, elementary education, middle school education, secondary education, special education, reading education, educational technology, talent development, or another related field. Under the supervision of their thesis advisor, the student implements a plan of study, drawing upon a well-established method or a hybrid of methods, tailored to the student's research interest and focus. No thesis credit is awarded until the student has completed the thesis.
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 enrollment, supporting the completion of the student's independent and original research in a field of curriculum and instruction under the direct supervision of the student's thesis advisor. The selected field could include early childhood education, bilingual education, elementary education, middle school education, secondary education, special education, reading education, educational technology, talent development, or another related field. Under the supervision of their thesis advisor, the student implements a plan of study, drawing upon a well-established method or a hybrid of methods, tailored to the student's research interest and focus. No thesis credit is awarded until the student has completed the thesis.
9 Credit Hours. 9 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Credit/No Credit

Development Education (DE)

DE 5305. Education in Multicultural Contexts.
This course examines learner development across the PK–16 education system using multicultural analytical frameworks that are examined comparatively and grounded in established educational theory and research. Students analyze school structures, instructional practices, and policy contexts to understand how educational pathways are formed and how learning environments influence the progress of various populations of learners. Course content focuses on a range of factors that may shape educational experiences across grade levels and contexts. Through research projects and presentations, students evaluate a variety of multicultural educational models and varying institutional practices. Assessment emphasizes analysis, review of research, and effective written and oral communication.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5321. The Community College.
This course introduces the history, development, organization, functions, and contemporary issues of U.S. community colleges, with a focus on their role in postsecondary student success. Students examine student populations, governance, campus culture, administrative procedures, support services, curricular patterns, faculty composition, and the integration of developmental and adult education. Course content emphasizes understanding how institutional structures, policies, programs and practices support student learning, engagement, and retention. Students review professional literature, analyze institutional examples, and apply knowledge to practical strategies that promote student success in postsecondary settings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5324. Teaching Learning Strategies and Critical Thinking in Postsecondary Contexts.
The course addresses theory, empirical research, and pedagogical practices that inform how teachers and other educational practitioners facilitate students' development of learning strategies, problem solving, and critical thinking in postsecondary contexts. Course content emphasizes applied learning through evaluating existing curriculum and instruction related to learning strategies and critical thinking, with consideration of both historical and contemporary perspectives in research and practice. Students integrate research-based recommendations into teaching demonstrations and curriculum designs that examine instructional approaches designed to support strategic thinking and expand their knowledge and skills with individualized emphasis in areas relevant to their educational practice.
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 explores the principles and processes of curriculum design and implementation in postsecondary contexts. Students examine relevant research, trends, and issues within the professional and scholarly literature to inform curriculum decision-making in college and university contexts. Students build skills in assessing instructional needs, designing curriculum across contexts, and examining factors that shape educational practice. Emphasis is placed on applied inquiry through investigations in curriculum planning, analysis, and assessment. Course content provides a foundation for developing and evaluating postsecondary curricula and instructional approaches.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5327. Student Motivation and Self-Regulation.
This course examines research-based theories of student motivation and self-regulation across developmental and postsecondary contexts. Students analyze major theoretical frameworks, including overlapping and competing perspectives, and consider their implications for educational practice. Course content addresses social influences on motivational and self-regulatory processes. Through review of scholarly literature, students apply empirical findings to educational settings, including interventions and programs. The course prepares students to engage with motivation and self-regulation as complex, multidimensional constructs in academic contexts.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5339. Assessment and Evaluation in Developmental Education.
This course examines the essential components of assessment and evaluation in developmental education contexts. Course content emphasizes key phases in program evaluation such as planning evaluation goals, creating a logic model, implementing evaluation plans with quantitative and qualitative approaches, engaging with stakeholders, and using evaluation data to examine program effectiveness and efficiency. Students examine the role of assessment in developmental education contexts, including the use of classroom assessments, placement tests, and formative and summative evaluations. Students iteratively develop an evaluation plan for a program relevant to postsecondary student success.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5365. Managing Postsecondary Transition and Developmental Education Programs.
This course focuses on theoretical and practical elements of managing postsecondary transition programs, with emphasis on developmental education programs. Course content focuses on research-informed practices in postsecondary leadership, including how to lead and manage developmental education programs as well as postsecondary transition programs such as summer bridge programs. Students apply leadership models and research to existing practice, analyze various transition programs, and apply course concepts to develop and refine management approaches and program structures. Students expand their knowledge and skills related to managing postsecondary transition and developmental education programs with individualized emphasis in areas relevant to students' practice.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5373. Grant Development and Management.
This course introduces Master's students to the essential mechanics of grant seeking and project management within educational contexts. Students learn to navigate public and private funding databases and develop the technical writing skills necessary to draft persuasive proposals and transparent budgets. Course content emphasizes the entire lifecycle of a grant including the development of comprehensive budgets, management projects for accountability, and usage of electronic grant-seeking strategies. Through stakeholder interviews and collaborative needs assessments, students gain practical insights into the practitioner's perspective of grantsmanship and skills to develop professional funding applications in educational environments.
3 Credit Hours. 1.5 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5375. Understanding Learners in Postsecondary Contexts.
This course investigates the evolution, characteristics, demographics, goals, and needs of learners in Postsecondary and Developmental Education contexts. Emphasis is placed on analyzing internal factors, including the cognitive, affective, and psychosocial needs of students, and external factors, including social, political, and institutional systems, that can impact learners' educational experiences. Students explore the history of the field of postsecondary and developmental education and its contemporary applications. Course content provides an overview of research-informed programs and instructional strategies examined in postsecondary education.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5378. Problems in Postsecondary Student Success.
This course examines topical problems faced by practitioners in developmental education and postsecondary student success, with attention to emerging issues and perspectives that shape contemporary postsecondary contexts. Students examine educational problems, trends, and issues related to students, faculty, educational systems, and policies at the postsecondary level. Students engage in scholarly and professional research on current and emerging local, state, national, and international educational issues to analyze the opportunities and challenges facing postsecondary education within a rapidly changing society.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5379. Independent Study.
This course allows students to engage in independent, faculty-guided study of a selected topic or applied area in postsecondary student success, emphasizing analytical inquiry and specialized learning beyond regularly offered courses. Students examine specialized topics through the analysis of scholarly literature, application of appropriate research methods, and synthesis of findings into a structured project. Activities may include, but are not limited to, literature review, academic writing, or applied project work, as appropriate to the topic and learning plan. The scope, methods, and deliverables of the course are determined in consultation with the supervising faculty member. Emphasis is placed on independent, inquiry-based learning with appropriate guidance consistent with disciplinary standards. The independent study may be repeated once for credit with different emphasis.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

DE 5384. Internship in Postsecondary Student Success.
This course provides master's students with an opportunity to gain hands-on experiences conducting a field-based project related to postsecondary student success in an authentic setting at a host institution. Students complete a one-semester, 150-hour practicum in an approved institution or agency outside of their own employment. Internship students support educational activities at the internship site involving program planning, management, budgeting, and evaluation. With mentorship from a supervising faculty member, students draft a project overview and action plan.
3 Credit Hours. 0 Lecture Contact Hours. 10 Lab Contact Hours.
Grade Mode: Credit/No Credit

Early Childhood Education (ECE)

ECE 5318. Advanced Early Child Development: Readiness for Learning and Language Abilities.
This course examines contemporary theories and research regarding early childhood development within PK–3 settings, focusing on cognitive, emotional, and sociocultural factors influencing learning and second-language acquisition. Students explore child study methods, including observational techniques, anecdotal records, and ethnographic interviewing, to inform instructional decision-making and curriculum design. The curriculum examines multiple approaches to readiness, including play#based and project#based models, as analyzed in research literature. By interpreting development across varied contexts, students bridge theoretical perspectives with professional practice to address the complexities of early learning environments while supporting the holistic growth of all children.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ECE 5319. Curriculum and the Young Child: Early Care and Education.
This course examines research-informed approaches to play, inquiry, and early literacy in multilingual early childhood settings serving children approximately ages 3–8. By investigating how constructive play, sociodramatic play, storytelling, and open-ended materials function as contexts for theory-building and emergent literacy, students learn to analyze scholarly literature and document qualitative data from early childhood play settings. Students develop and justify learning experiences and literacy-rich environments consistent with state standards and professional expectations, as articulated in relevant scholarly and regulatory frameworks, for advanced early childhood educators.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ECE 5330. Curriculum and the Young Child: Kindergarten.
This course examines advanced curriculum design and coordination for kindergarten and early primary settings, building on students' classroom-level planning and documentation skills. Students design multi-week, play- and inquiry-based curriculum sequences that integrate emergent literacy, early numeracy, science, and the arts across classrooms and age groups in multilingual school communities. Emphasis is placed on team-based planning, coordination of environments and materials, and documentation of children's learning for families, colleagues, and program decision-making through examination and application of state and professional standards as analytical and professional frameworks. Prerequisite: ECE 5319 with a 'C' or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

ECE 5380. Independent Study in Early Childhood Education.
This course engages master's students in independent, faculty#guided study of a selected topic or applied area in early childhood education. Emphasizing analytical inquiry and specialized learning beyond regularly offered coursework, students may analyze research literature, apply established methods, develop curriculum materials, or complete applied or scholarly projects. The specific topic, scope, and expected outcomes are determined collaboratively with a supervising faculty member. Designed to foster independent, inquiry#based learning and advanced academic development, the course may be repeated once for credit when pursued with a different focus. Prerequisite: 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 introduces graduate students to instructional concepts, tools, and skills related to the application of technology in educational contexts. Topics include technology integration across EC–16 classrooms as well as applications in adult and workplace learning. Students gain practical experience by designing lessons and developing technology-based instructional media using a variety of digital tools. The course also includes review of relevant research and analysis of current issues in educational and instructional technology.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

EDTC 5315. Instructional Development.
This course explores multimedia development and e-learning authoring through design principles, structured processes, and hands-on work with computer-based multimedia tools. It surveys core technical elements that support instruction in computer-based and online learning environments, including production techniques, educational applications, and digital and web-based resources. Graduate students in educational technology apply multimedia design and graphic design principles with learning theories to create web-based lessons, addressing interface design, typography, audio and video production, and instructional animation. Corequisite: EDTC 5310 with a grade of a "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

EDTC 5320. Models of Integration of Educational Technology.
This course examines trends and issues related to the integration of technology in instruction based on learning theory, learner needs, teaching strategies, social and psychological factors, and state and national standards. Students analyze the broader implications of technology integration decisions, including issues related to access, privacy, surveillance, and data usage in EC–16 and adult learning. Through critical examination of current technologies and stakeholder perspectives, students evaluate approaches to technology integration in relation to learner needs and instructional goals. Corequisite: EDTC 5310 with a grade of a "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

EDTC 5325. Leadership and Management of Educational Technology.
This course examines the development and implementation of organizational goals, planning frameworks, and strategic plans for the integration of technology in educational organizations, including EC–12 school districts, colleges and universities, and workplace learning environments. Students analyze relevant theories, concepts, and current issues in the leadership and management of educational technology. The course includes practical experience with tasks related to educational technology leadership, management, policy development, and strategic planning. Corequisite: EDTC 5310 with a grade of a "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

EDTC 5330. Implementing Emerging Educational Technology.
This course examines the implementation of emerging technologies in educational contexts, including EC–12 schools, colleges and universities, and workplace learning environments. Students analyze how educational technologies emerge and evolve, and the factors influencing their adoption or discontinuation. The course includes development of a systematic evaluation of an emerging educational technology to demonstrate understanding of key concepts. Emphasis is placed on analyzing the implications of implementing current technologies, including artificial intelligence, in educational settings. Corequisite: EDTC 5310 with a grade of a "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

EDTC 5334. Online Learning and Course Design.
This course examines the design, development, and delivery of asynchronous online courses in a learning management system, including theoretical and research perspectives of learning in an online context. By applying an iterative instructional design model, graduate students in educational technology analyze learners and instructional contexts to address instructional needs in EC-12, higher education, or workplace learning environments. Using a project-based approach, students design an online course to address an instructional need relevant to their own professional context. Corequisite: EDTC 5310 with a grade of a "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

EDTC 5335. Instructional Design.
This course examines instructional design principles used to address instructional problems through educational technology. Topics include assessing the need for instruction, analyzing learners and instructional contexts, designing instructional goals and learning objectives, sequencing instruction, aligning assessments with learning objectives, planning for implementation, and conducting formative and summative evaluation. Students design instructional materials for a range of contexts, including teacher training, courses, individualized instruction, websites, multimedia projects, workshops, and online learning environments. Corequisite: EDTC 5310 with a grade of a "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

EDTC 5340. Issues in Educational Technology.
This course examines current issues and emerging trends in educational technology by analyzing concepts, teaching practices, and technological frameworks. Topics vary by offering and focus on developments relevant to educational technology in school, district, higher education, and agency contexts. Students analyze current research and professional literature and synthesize findings through applied projects. Emphasis is placed on examining the role of educational technology in instructional and organizational settings. This course may be repeated once for credit with different emphasis. Corequisite: EDTC 5310 with a grade of a "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

EDTC 5345. Educational Technology Internship.
This course provides graduate students in educational technology with an opportunity to gain experience in an applied work setting. Students complete a one-semester, 80 clock-hour practicum in an educational institution, agency, or industry setting, with site selection approved by the program coordinator. Internship activities may include creating instructional materials, applying technology tools in context, and evaluating technology use in educational settings. In conjunction with a supervising faculty member, students develop a project overview and action plan to guide the internship experience. Corequisite: EDTC 5310 with a grade of a "C" or better.
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.
This course focuses on current research and methods for using children's and young adult literature, including multicultural literature, in literacy and content-area instruction across grades EC–12. Content includes analysis of literary genres and formats, as well as criteria for evaluating and selecting texts for instructional use. The course examines elements such as literary quality, text complexity, and student engagement, along with professional criteria related to developmental, social, and emotional considerations. Emphasis is placed on the role of literature in supporting literacy development and content-area learning across diverse educational contexts.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5315. Media Literacy and New Literacy Studies for Educators.
This course helps students develop the questioning strategies and analytical tools needed to examine media content and apply evaluative criteria as an analytical audience. Course content includes media literacy pedagogical frameworks examined in the course and varied strategies for engaging with and making sense of media, including social media. Students integrate current research in the New Literacy Studies with these pedagogies and strategies. Students develop skills to analyze and interpret media messages, while also designing lessons to help PK–12 students do the same.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5321. Literacy Teaching and Learning in Early Childhood.
This course focuses on effective literacy instruction for young children in EC–3 classrooms. Topics include emergent literacy skills, handwriting, oral language development and language acquisition, literacy-play connections, student engagement, and motivation. The course examines culturally and linguistically relevant practices with young children and analyzes theory and research related to the science of teaching reading. Content also includes reading curricula, children's literature, informal and curriculum-based literacy assessment, and the selection of materials to support varied learning needs and interests.
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.
This course focuses on effective reading instruction in the elementary and middle grades, including phonological and phonemic awareness, alphabetic principle and phonics, decoding, spelling, oral reading fluency, vocabulary, morphology, and reading comprehension. Content includes analysis of pedagogical strategies and instructional frameworks for English language arts and reading. The course examines instructional design for rigor, developmental responsiveness, and alignment with state standards, as well as supports for students with dyslexia in general education settings.
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.
This course examines the theory, research, and practical foundations of adolescent, digital, content-area, and disciplinary literacy across middle and high school settings. Content includes analysis of how language and literacy processes shape learning within specific academic subjects and evaluation of instructional approaches that support comprehension, vocabulary development, and writing. The course also addresses differentiated literacy instruction for varied linguistic and academic needs and the integration of reading, writing, speaking, and multimodal and digital strategies to support learning across content areas.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5326. Teaching Literacy in the Middle and Secondary Schools.
This course focuses on research#informed literacy instruction for middle- and secondary-school students, especially those who struggle with literacy. Students investigate research and theory related to English language arts and reading instruction with young adolescents, and connect it to their knowledge of the literacy development of children. Procedures for evaluating and critiquing reading curricula, instructional approaches, intervention programs, materials, and literacy assessment are reviewed. Research-based methods for engaging students with varied texts are also explored. Students plan instruction to support adolescent literacy development.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5331. Literacy Methods for Linguistically Diverse Students in EC-12 Classrooms.
This course focuses on linguistic and literacy considerations associated with students whose primary language or dialect is not English. Content includes research- and theory-based approaches to literacy instruction for multilingual learners, as well as sociolinguistic frameworks related to language variation and multilingualism. The course examines procedures for reviewing curricular and instructional materials and analyzes demographic, cultural, and linguistic factors relevant to literacy instruction. Emphasis is placed on the relationship between language development and academic literacy across EC–12 educational settings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5335. College Basic Literacy.
This course examines the theory, research, and practice of basic literacy instruction within postsecondary contexts. Students analyze historical and contemporary curricular approaches to college literacy, with particular attention to their pedagogical implications. Emphasis is placed on the application of research-based instructional strategies that support college learners' development in phonemic awareness, decoding, vocabulary, fluency, and comprehension. Students evaluate scholarly and professional literature on various perspectives on basic college literacy and assess how basic literacy strategies can be integrated into college lesson plans in alignment with research-based practices.
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 examines how children from early childhood through twelfth grade develop writing skills. Content includes research on the integrated nature of reading and writing in instruction from multiple perspectives. Topics include the continuum of reading and writing development, the writing process, instructional standards for writing and language development, author's craft, and the integration of listening, speaking, reading, and writing. The course also addresses instructional strategies for supporting learners with language and literacy disabilities and emergent bilingual designations.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5341. Writing Pedagogy in PK-12 Classrooms.
This course provides an advanced study of writing instruction in PK–12 classrooms through an examination of research, theory, standards, and curriculum design. Students analyze writing development, instructional approaches, and assessment practices used across grade levels; engage in writing; and reflect on how writing#process models can inform instructional choices. Students review district, state, and national standards along with curriculum and policy documents to understand their role in guiding writing instruction. Designed for certified teachers and administrators, the course supports deeper engagement with writing pedagogy, content#area writing, and evidence#based strategies for supporting writers in varied school contexts. Corequisite: 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 and Intervention in Literacy Instruction.
This course focuses on classroom reading instruction for children who may need additional instructional support. Content includes EC–12 reading development, state standards for English language arts and reading, and language development. The course introduces formal and informal assessments and statistical concepts of assessment design and interpretation, including validity, reliability, fidelity, and psychometric bias. It examines the identification of reading difficulties, including dyslexia, the use of diagnostic assessment to guide intervention, and approaches to designing reading interventions. State and federal legal requirements for special populations are also addressed. 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 5363. Literacy Teaching and Learning as Sociocultural Practice.
This course focuses on effective literacy instruction in elementary classrooms. Content includes research, theory, and practice related to sociocultural models of literacy and literacy instruction. Topics include oral language development, phonics, decoding, comprehension, fluency, vocabulary, spelling, and writing. The course examines instructional strategies for integrating reading, writing, and social studies within the literacy curriculum, as well as the evaluation of curricula, learning resources, instructional materials, and assessments aligned with state literacy and social studies standards.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5370B. Literacy Instruction in Multilingual Settings.
This course focuses on literacy instruction in multilingual settings, including contexts outside the United States. Content includes research on effective instructional approaches and analysis of social, cultural, and policy contexts that shape literacy instruction. The course examines state and federal policies related to language and literacy and their development and implementation. It also analyzes research on how policy influences the definition, assessment, and measurement of literacy across educational and community settings.
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 5371. Integrated Reading and Writing in Postsecondary Contexts.
This course examines theories, research, and pedagogical models that inform integrated reading and writing instruction in postsecondary contexts. Content includes historical and contemporary perspectives on academic literacies and the interaction of reading and writing processes. The course explores interpretation of literacy performances and selection of instructional strategies, materials, and programmatic models that build on learners' existing literacies. It also analyzes how theoretical frameworks, disciplinary traditions, and policy contexts inform curriculum design and instructional planning in postsecondary settings.
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 theory, research, and applications of New Literacies Studies in postsecondary developmental literacy. Content includes theories and models that conceptualize literacies as socioculturally mediated and connected to identity, discourse, and community participation. The course examines multiple forms of literacy relevant to postsecondary contexts, including academic, workplace, community, and multimodal literacies. It also addresses instructional strategies that support learners' communication and literacy development in postsecondary learning environments.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5375. Theory and Research of Postsecondary Literacy Assessment.
This course examines literacy assessment theory, research, policy, and practice in postsecondary contexts. Content includes the literacies required for college-level learning and a range of assessment instruments, including placement, diagnostic, classroom-based, affective, non-cognitive, and exit-level measures. Topics address assessment purposes, interpretation of results, and principles of reliability and validity. The course also examines the evaluation of literacy assessment instruments and the application of assessment data to instructional and programmatic decision-making in postsecondary settings.
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 literacies. Students analyze theory, research, and pedagogical practices related to literacies across academic disciplines, with attention to how these approaches are studied and applied in postsecondary contexts. Students read and evaluate empirical research, reports, policy documents, and related materials to examine the role, function, and documented outcomes of disciplinary literacy in higher education.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5380. Independent Study in Reading Education.
This course allows master's students to engage in independent, faculty-guided study of a selected topic or applied area in reading education, emphasizing analytical inquiry and specialized learning beyond regularly offered courses. Activities may include, but are not limited to, analysis of scholarly literature, application of appropriate research methods, analytical writing, curriculum development, or applied project work, as appropriate to the topic and individualized learning plan. The scope, methods, and deliverables of the course are determined in consultation with the supervising faculty member. Emphasis is placed on independent, inquiry-based learning consistent with disciplinary standards. The independent study may be repeated once for credit with different emphasis. Prerequisite: Departmental Approval.
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 provides master's students with opportunities to engage in field-based projects related to postsecondary literacy in an approved institutional or agency setting. The course includes completion of a supervised internship involving program planning, curriculum, pedagogy, management, budgeting, and evaluation. Content addresses development of project plans and application of literacy-related knowledge in professional contexts. Emphasis is placed on experiential learning and the integration of theory, research, and practice in postsecondary literacy education.
3 Credit Hours. 0 Lecture Contact Hours. 16 Lab Contact Hours.
Grade Mode: Credit/No Credit

RDG 5395. Academic Literacy in College Contexts.
This course examines academic literacies in postsecondary contexts. Content includes academic, workplace, and multiliteracies and their influence on engagement with texts and tasks across educational and professional settings. The course addresses assessment of learners' literacy strengths and needs and analysis of instructional approaches that support vocabulary development, comprehension processes, and strategic reading across multiple text sources. It also examines contextual factors that influence academic literacy development and their implications for instructional planning in postsecondary environments.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 6330. Language Acquisition and Development for Literacy Instruction.
This course focuses on language development of children from varied linguistic backgrounds in grades EC–12. Content includes theories and stages of language development; first and second language acquisition; dialect development; language variation; and language disorders. The course examines connections between language acquisition and literacy development and variation in language use across speech communities. It also addresses research on language systems and functions, including sociopolitical and sociohistorical contexts as they relate to language and literacy in educational settings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 6333. Reading Specialist Capstone: Professionalism and Professional Development.
This course serves as a culminating experience for reading specialist candidates. Course content focuses on the roles and responsibilities of the reading specialist in the schools, including variations in the role based on elementary versus secondary settings. Students synthesize assessment data, literacy research, and state and national curricula, as well as the standards for reading specialists. They also analyze leadership and professional development research to develop strategies for coaching, co-teaching, and professional development focused on literacy assessment and instruction. Capstone students 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. Prerequisites: Departmental Approval.
3 Credit Hours. 2 Lecture Contact Hours. 2 Lab Contact Hours.
Grade Mode: Standard Letter

Special Education (SPED)

SPED 5310. Independent Study in Special Education.
This course allows master's students to engage in independent, faculty-guided study of a selected topic or applied area in special education, emphasizing analytical inquiry and specialized learning beyond regularly offered courses. Activities may include, but are not limited to, analysis of scholarly literature, application of appropriate research methods, analytical writing, curriculum development, or applied project work, as appropriate to the topic and individualized learning plan. The scope, methods, and deliverables of the course are determined in consultation with the supervising faculty member. Emphasis is placed on independent, inquiry-based learning consistent with disciplinary standards. The independent study may be repeated once for credit with a different emphasis. Prerequisite: Departmental approval.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

SPED 5311. Literacy Instruction for Students with Disabilities.
This course prepares graduate students to deliver evidence-based literacy instruction to PK–12 students with disabilities by grounding practice in early learning development and the research#supported reading development frameworks widely recognized in the field. Students examine foundational literacy concepts, including phonological awareness, phonics and word study, fluency, vocabulary, comprehension, and writing across content areas. Students construct and implement lessons designed using relevant assessment information and established instructional principles that address a variety of learner needs. Through analysis of literacy assessment data, practice with instructional demonstrations, and application of research-based strategies, students evaluate and refine literacy approaches that promote active engagement and measurable literacy outcomes as determined by assessment data for students with disabilities.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5313. Educating Students with Emotional and Behavioral Disabilities.
This course examines the definitions, characteristics, and prevalence of emotional and behavioral disabilities (EBD) within educational contexts. Students explore distinctions between educational and mental health systems, emphasizing collaboration across services. Course topics include evidence-based practices, comprehensive treatment approaches, and school-wide interventions that promote positive behavioral supports for students with EBD. Special attention is given to evaluating effective instructional methods, inclusive practices for students with challenging behaviors, and current issues influencing the education and treatment of students with EBD.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5316. Concepts and Principles of Behavior.
This course examines the foundational principles and processes that underlie behavior analysis, emphasizing both conceptual understanding and applied analysis of real-world examples. Students identify, differentiate, and interpret fundamental and complex behavior-analytic concepts including response and stimulus classes, respondent and operant conditioning, reinforcement, punishment, motivating operations, stimulus control, generalization, stimulus equivalence, verbal and rule-governed behavior, and derived relational responding. This course is part of the Behavior-Analytic Pathway 2 coursework requirements established by the Behavior Analysis Certification Board for eligibility to sit for the board examination.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5317. Foundations of Early Childhood Intervention.
This course examines interdisciplinary early intervention approaches for young children with developmental delays and disabilities, with attention to diverse family structures and community contexts. Students explore foundational principles of early child development, including major developmental domains and factors that influence outcomes in infancy and early childhood, as well as family-centered practices that build caregiver capacity and honor family priorities in planning and delivery of services. Course content addresses routine-based and family-guided assessment, evidence-based intervention models, and key components of naturalistic developmental behavioral interventions that embed learning opportunities within everyday activities and relationships. Through case-based activities and application, students analyze developmental and family-context information, translate assessment data into meaningful, functional goals, and design routine-based supports that align with child development, family priorities, and everyday contexts to support the development of outcomes identified through family#professional collaboration for children and families.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5318. Introduction to Specially Designed Literacy Instruction for Students with Disabilities.
This course promotes instructional principles for designing and implementing specially designed instruction to meet PK-12 students' individual needs, with an emphasis on targeted literacy instruction for students with dyslexia and related language disorders by integrating current research, theory, and practice. Drawing on research commonly referred to as the Science of Teaching Reading, students analyze the characteristics of literacy and language disorders, evaluate evidence-based instructional frameworks, and design explicit, systematic lessons that address phonological, morphological, syntactic, and semantic needs. Through structured practice, students apply and assess instructional routines for teaching reading, spelling, fluency, and comprehension, with an emphasis on sound-symbol correspondence, phonemes, graphemes, and strategic thinking processes. Students interpret assessment data and reflect on PK-12 student outcomes to refine instruction and make informed decisions that inform instructional decisions that support literacy development, including dyslexia.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

SPED 5319. Advanced Specially Designed Literacy Instruction for Students with Disabilities.
This course addresses advanced methods for delivering specially designed literacy instruction to PK-12 students with disabilities, including dyslexia and related written language disorders. Students examine theories and research that inform curriculum design and evidence-based practices in reading and writing, examining how instructional approaches relate to state and national standards. The course examines research#based approaches to explicit instruction in reading and spelling concepts, such as sound-symbol correspondence, phonemes, and graphemes. Students also evaluate instructional routines for introducing new learning, analyze key components of reading fluency, and investigate key elements identified in the research literature of reading comprehension, including oral language, background knowledge, strategic thinking, and inference making. Through applied projects, students design comprehensive literacy lessons that demonstrate proficiency in research-based instruction for learners with disabilities. Prerequisite: SPED 5318 and SPED 5340 both with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5321. Teaching Mathematics to Students with Disabilities.
This course prepares students to analyze research#validated strategies to teach mathematics to PK-12 students with or at-risk for learning disabilities. Emphasis is placed on locating and evaluating instructional practices as well as mathematics materials and resources; implementing differentiated, standards-aligned instruction; and integrating multiple modalities and learning experiences. Students select, implement, assess, and analyze prevention and intervention strategies, including curriculum-based measurement, error analysis, and progress monitoring. Attention is given to individualizing instruction and ensuring instruction aligns with national, state, and local mathematics standards to examine factors influencing access, engagement, and outcomes for PK–12 students with exceptional learning needs.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5322. Capstone in Applied Behavior Analysis.
This course serves as the culminating experience in the Applied Behavior Analysis program, integrating conceptual, assessment, intervention, and professional practice competencies through case-based learning, iterative feedback, and applied performance assessments. Students synthesize knowledge from prior coursework to analyze complex cases, develop treatment plans, interpret data, and make ethical professional decisions. Under faculty guidance, students create and refine a capstone competency portfolio showcasing evidence of behavior-analytic knowledge and skills, including permanent products commonly produced by behavior analysts in clinical and school settings. Students present the portfolio to the graduate committee to determine successful completion of program competencies.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

SPED 5324. Ethics in Behavior Analysis.
This course prepares practitioners to engage in ethical practices when providing behavior analytic services to individuals with neurodevelopmental disabilities in schools, homes, and clinics. Emphasis is on the development and refinement of critical thinking and professional judgment skills so that practitioners can examine and apply structured approaches to practice#based ethical dilemmas using structured ethical decision#making frameworks. Content is aligned with the Ethics Code for Behavior Analysts and Section E – Ethical and Professional Issues of the Test Content Outline (6th Ed.) established by the Behavior Analyst Certification Board. This course is part of the behavior-analytic Pathway 2 coursework requirements established by the Behavior Analyst Certification Board for eligibility to sit for the board examination.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5326. Educating Students with Disabilities in General Education Classrooms.
This course examines instructional and behavioral approaches for teaching individuals with disabilities in inclusive general education settings. Students analyze the characteristics, learning profiles, and developmental trajectories associated with various special education categories, emphasizing how cognitive, social, and emotional factors influence academic performance and classroom behavior. Students synthesize research on evidence-based teaching practices, evaluate the effectiveness of different intervention models, design innovative strategies for differentiation in general education classrooms, and examine how general and special education professionals effectively collaborate. Students also engage in reflective practice to assess the teacher's multifaceted role in analyzing instructional practices used in inclusive learning environments, examining strategies that support students' development of self#determination skills, and evaluating practices designed to increase student access to instruction with mild-to-moderate disabilities. Emphasis is placed on integrating universal design for learning principles and data-driven decision-making to create inclusive classrooms that increase access to instructional opportunities.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5327. Evidence-Based Practices for Individuals with Neurodevelopmental Disabilities.
This course examines evidence-based practices for individuals with neurodevelopmental disabilities across educational and community settings. Emphasis is placed on understanding individual characteristics and developmental profiles, conducting assessment, planning instruction, and promoting collaborative service delivery across the lifespan. Students analyze current research, differentiate among intervention and service delivery models, and design person-centered supports that address adaptive functioning domains, including communication, social-emotional, daily living, motor, and academic skills. Students apply assessment data to develop individualized interventions, incorporate principles of compassionate care into practice, and justify evidence-based interventions aligned with ethical, professional, and interdisciplinary standards.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5328. Behaviorism and Philosophical Foundations in Behavior Analysis.
This course examines behaviorism and the philosophical foundations of behavior analysis, emphasizing behavioral description, prediction, and systematic influence (control) of behavior within ethical and professional standards. Students analyze core assumptions of behavior analysis such as selectionism, determinism, empiricism, parsimony, and pragmatism and differentiate among behaviorism, the experimental analysis of behavior, applied behavior analysis, radical behaviorism, and professional practice. Course content introduces and applies the dimensions of applied behavior analysis as a framework for evaluating interventions and interpreting human behavior across settings. Through engagement with foundational and contemporary literature, students articulate behavior-analytic explanations of complex behavior while linking philosophical underpinnings to research and practice. This course is part of the Behavior-Analytic Pathway 2 coursework requirements established by the Behavior Analysis Certification Board for eligibility to sit for the board examination. While aligned with professional certification standards, the course invites critical examination of foundational assumptions and encourages independent scholarly judgment.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5333. Research in Behavior Analysis.
This course develops students' skills in systematic behavior-analytic progress monitoring and the experimental analysis of behavior-change data. Students learn to operationally define behavior; select and implement direct, indirect, and permanent-product measurement systems; and graph and interpret data to guide decision making. Course content includes dependent and independent variables; internal and external validity; and the design, implementation, and evaluation of experimental single-subject research designs. Emphasis is on using rigorous measurement and experimental methods to demonstrate functional relations in applied settings and communicate outcomes clearly to audiences relevant to the applied setting. This course aligns with competencies identified in the BACB Test Content Outline for candidates pursuing Pathway 2 coursework requirements established by the Behavior Analysis Certification Board for eligibility to sit for the board examination.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5334. Assessment and Evaluation of Students with Disabilities.
This course provides an advanced examination of assessment practices in special education within Multi-Tiered System of Supports and Response to Intervention frameworks, as well as the comprehensive special education evaluation process. Through case studies, assessment design activities, and data interpretation, students analyze formal and informal assessment procedures and critically evaluate statistical concepts and technical characteristics of standardized tests. Students design comprehensive assessment plans, evaluate progress, and make data-driven instructional decisions for PK-12 students who have, or may be at risk for, identified disabilities.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5336. Behavior Assessment in Applied Behavior Analysis.
This course prepares students to conduct comprehensive, behavior-analytic assessments of behavior across a variety of settings and populations. Students examine the importance of systematically reviewing educational, medical, and historical records to determine the need for behavior-analytic services and to identify socially significant behavior-change goals. Emphasis is placed on conducting assessments of relevant skill strengths and deficits, as well as implementing descriptive assessments and functional analyses of problem behavior. Students identify behavioral functions and analyze functional assessment data to select targets, refine hypotheses, and make data#based decisions that guide the design of effective interventions in accordance with established professional ethical guidelines in applied behavior analysis.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5340. Effective Instructional Practice in Special Education.
This course focuses on designing and delivering research-informed instruction that meets the academic, social, and behavioral needs of diverse learners, including those at risk or identified with learning or behavioral disabilities. Students explore the frameworks of response-to-intervention and multi-tiered systems of support, examine the characteristics of learners with varied performance profiles, and distinguish between high-leverage and evidence-based practices to guide instructional decisions. Students develop measurable goals and objectives for Individualized Education Programs and apply the four stages of learning to support effective planning. Emphasis is placed on creating explicit lessons that feature engaging openings, clear relevance statements, prerequisite reviews, modeling, guided practice, independent practice, and systematic review. Using curriculum-based measurement and progress-monitoring data, students refine instruction to align with response-to-intervention principles and evidence-based practices.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5341. Effective Instruction for Students with Disabilities.
This course focuses on designing and delivering research-informed instruction that meets the academic, social, and behavioral needs of diverse learners, including those at risk or identified with learning or behavioral disabilities. Students explore the frameworks of response-to-intervention and multi-tiered systems of support, examine the characteristics of learners with varied performance profiles, and distinguish between high-leverage and evidence-based practices to guide instructional decisions. Students develop measurable goals and objectives for Individualized Education Programs and apply the four stages of learning to support effective planning. The course examines approaches for creating explicit lessons that feature engaging openings, clear relevance statements, prerequisite reviews, modeling, guided practice, independent practice, and systematic review. Using curriculum-based measurement and progress-monitoring data, students refine instruction to align with response-to-intervention principles and evidence-based practices. Prerequisite: SPED 5361 with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5350. Special Education Law.
This course examines the historical development of special education litigation and legislation, emphasizing landmark federal cases that established rights to a free appropriate public education and least restrictive environment for PreK-12 students with disabilities. Students gain in-depth understanding of the Individuals with Disabilities Education Improvement Act (IDEA) and related federal statutes and regulations governing assessment and evaluation, eligibility determination, and the development and implementation of individualized education programs. Students analyze legal rules and procedural safeguards related to due process, mediation, and discipline, and considers how emerging national and state policy trends interact with and reinforce IDEA protections. Through case analysis and problem-based activities, students critique legal scenarios in special education by determining the rights and responsibilities of families and schools and evaluate legally supportable resolution options.
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 offers an in-depth exploration of the field of learning disabilities, emphasizing the history, definitions, and identification criteria used to support students with learning disabilities. Students examine cognitive and medical aspects of learning disabilities, as well as the academic and behavioral characteristics most often associated with these learners. Course content highlights research#supported instructional and assessment practices that guide intervention planning and promote student success. Students also explore the special educator's role in the identification process, current and emerging research trends, and professional development opportunities that enhance teaching effectiveness. Future directions for instruction of PK-12 students with learning disabilities and special education policy are discussed, preparing graduate students to make evidence-based decisions that improve outcomes for all learners.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5356. Advanced Practices in Learning Disabilities.
This course explores evidence-based instructional practices associated with academic outcomes for students with learning disabilities (LD) across grade levels and content areas. Emphasis is placed on research-supported instructional approaches related to student engagement, motivation, and organization. Students analyze and apply evidence-based strategies and high-leverage practices to examine connections between research and instructional practice. The course also examines the role of teacher quality, professional development, and sustainable instructional models in supporting educational outcomes for students with LD.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5360. Survey of Exceptionalities.
This course examines the theories, policies, and practices related to the education of exceptional children. Students analyze the federal process for identifying disabilities that impact PK-12 student learning, evaluate the characteristics and etiologies of various exceptionalities, and interpret the implications of state and federal legislation on educational access. Through inquiry and application of evidence-based research, students design evidence#based instructional approaches, including inclusive options consistent with IDEA's Least Restrictive Environment requirements, that support engagement and academic growth for learners with disabilities across educational contexts.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5361. Introduction to Special Education.
This course examines the theories, policies, and practices related to the education of exceptional children. Students analyze the federal process for identifying disabilities that impact PK-12 student learning, evaluate the characteristics and etiologies of various exceptionalities, and interpret the implications of state and federal legislation on educational access. Through inquiry and application of evidence-based research, students design evidence-based instructional approaches that support access to the general curriculum, meaningful engagement, and academic growth for learners with disabilities across educational contexts, in accordance with IDEA and state standards.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5375. Behavioral Foundations of Classroom Management.
This course prepares students to use behavior-analytic assessment and intervention to prevent challenging behavior and increase clearly defined, school-relevant academic and social behaviors for learners with disabilities. Students learn to analyze the function of behavior, develop precise operational definitions, and select and implement appropriate direct and indirect data collection systems. Emphasis is placed on identifying environmental contingencies, explaining evidence-based antecedent and consequence strategies, and aligning supports with educationally relevant behavioral goals. Students design comprehensive Behavior Intervention Plans that are evaluated based on acceptability, feasibility, and importance of goals and outcomes as identified by student, families, and school teams. Thes plans incorporate antecedent manipulations, instruction and reinforcement of functionally equivalent replacement behaviors, and extinction procedures when needed, with a focus on practical application across school settings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5376. Assessment and Intervention of Challenging Behavior.
This course prepares practitioners to apply behavior-analytic principles to assess and intervene with challenging behaviors not effectively addressed by typical behavior management strategies. Emphasis is placed on the theoretical foundations of behavior change and the practical application of functional assessment and intervention techniques for individuals with neurodevelopmental disabilities and behavior disorders. Students develop skills in analyzing behavior functions, defining behaviors operationally, collecting and recording data accurately, implementing antecedent and consequence strategies to prevent and address challenging behaviors, conducting preference assessments, and developing individualized behavior intervention plans. This course is part of the behavior-analytic Pathway 2 coursework requirements established by the Behavior Analysis Certification Board for eligibility to sit for the board examination.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5378. Personnel and Program Supervision Management for Behavior Analysts.
This course prepares future behavior analysts to design, implement, and evaluate effective supervision and performance management practices grounded in behavior-analytic organizational behavior management principles. Students learn to assess performance strengths and skill deficits, develop evidence-based training systems, and apply functional and function-based strategies to analyze strategies that influence personnel performance outcomes. Emphasis is placed on establishing clear performance expectations, providing competency-based training and feedback, and examining how professional standards inform supervision practices across settings. This course is part of the Behavior-Analytic Pathway 2 coursework requirements established by the Behavior Analysis Certification Board for eligibility to sit for the board examination.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5380. Multi-Tiered Systems of Support in Schools.
This course examines the theory, issues, and applications of Multi-Tiered Systems of Support (MTSS) in school settings, including academic, behavioral, and social-emotional supports across grade levels and school disciplinary systems. Topics include behavioral and applied behavior analysis foundations, discipline practices, and the historical, theoretical, and legal bases of the MTSS's three-tier model. Methodology focuses on data-based decision-making, case analysis, team collaboration, and the systematic application of evidence-based practices within the three MTSS tiers across educational contexts.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5381. School-Wide Multi-Tiered Systems of Support.
This course examines the theory, issues, and applications of Multi-Tiered Systems of Support (MTSS) in school settings, including academic, behavioral, and social-emotional supports across grade levels and school disciplinary systems. Topics include behavioral and applied behavior analysis foundations, discipline practices, and the historical, theoretical, and legal bases of the MTSS three-tier model. Methodology focuses on data-based decision-making, case analysis, team collaboration, and the systematic application of evidence-based practices within the three tiers of MTSS across educational contexts. Corequisite: SPED 5361 with a grade of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5382. Advanced Practices in Educating Students with Emotional and Behavioral Disabilities.
This course examines advanced principles and practices in the education and support of PK-12 students with Emotional and Behavioral Disabilities. Students analyze historical and theoretical foundations of the field, evaluate evidence-based models of behavior and learning, and design function-based interventions to address complex behavioral and academic challenges. Emphasis is on assessing intervention fidelity, synthesizing approaches for internalizing and externalizing disorders, and implementing individualized coordinated systems of support that foster positive outcomes across educational and community settings.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5384. Behavioral Assessment and Intervention for Skill Acquisition.
This course provides advanced instruction in behavior-analytic assessment and intervention for skill acquisition across real-world contexts, including clinics, homes, schools, and community settings. Students analyze client records and assessment data, design measurable and socially significant goals, and develop behavior-analytic intervention programs that incorporate a range of evidence-based teaching procedures within a framework that centers on the priorities and characteristics of the individual and their family or caregivers. Students critically evaluate free-operant and trial-based teaching arrangements and use empirical evidence to justify assessment and intervention in alignment with professional and ethical standards. This course is part of the behavior-analytic Pathway 2 coursework requirements established by the Behavior Analyst Certification Board for eligibility to sit for the Board Certified Behavior Analyst examination.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

SPED 5389. Special Education Practicum.
This course provides an intensive, supervised practicum in which graduate students analyze and apply evidence-based assessment, instructional planning, and explicit instruction in PK–12 special education classrooms. Students collect, manage, and interpret multi-source student data to design, deliver, and evaluate individualized education programs (IEPs) aligned with academic and behavioral goals, including developing high-quality Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements and measurable annual goals. Students develop evidence-based lesson plans that incorporate special education high-leverage practices, curriculum-based measurement, and assistive and instructional technologies to support students' access, engagement, and progress as defined in federal and state special#education procedures. Throughout the practicum, students collaborate professionally with mentor teachers, related service providers, families, and multidisciplinary school teams and engage in structured, reflective practice focused on instructional decisions and adherence to evidence#based methods. Prerequisite: SPED 5311 and SPED 5313 and SPED 5314 and SPED 5340 and SPED 5355 and SPED 5360 and SPED 5375 all with grades of "C" or better.
3 Credit Hours. 3 Lecture Contact Hours. 5 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

SPED 5391. Clinical Practicum in Autism Spectrum Disorders.
This course is an intensive practicum that provides supervised clinical field experience working with students with autism and other developmental disabilities. Students engage in evidence-based practices grounded in applied behavior analysis, including assessment of learning needs, identification of behavior function, and development, implementation, and evaluation of individualized instructional and behavioral intervention plans. Emphasis is placed on ethical practice, data-based decision making, and professional conduct. Supervision meeting Behavior Analyst Certification Board fieldwork requirements may be provided. This course may be repeated for credit to support continued clinical skill development and accumulation of supervised fieldwork hours. Prerequisite: Instructor approval.
3 Credit Hours. 3 Lecture Contact Hours. 5 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

SPED 5392. Practicum in Emotional and Behavioral Disabilities.
This course provides students with structured opportunities to design and implement assessments, behavioral interventions, and instructional methodologies within special and general education environments. Students engage in systematic observation of classroom and schoolwide practices, assess individual and organizational behavioral needs, and analyze data to determine patterns and behavioral functions. Course content highlights the development of evidence-based interventions, effective consultation with educational personnel, and continuous monitoring of outcomes to ensure high-quality implementation. Students collaboratively develop positive behavioral intervention support action plans for learners and comprehensive reports for schoolwide behavior system improvement. Prerequisite: SPED 5313 and SPED 5375 and SPED 5380 all with grades of "C" or better. Corequisite: SPED 5382 with a grade of "C" or better.
3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

SPED 5394. Practicum in Learning Disabilities.
This course provides an intensive, field-based practicum experience in identifying and addressing the needs of learners who are at risk for or identified with specific learning disabilities. Students select and administer both formal and informal assessments to evaluate learning challenges accurately. After analyzing this assessment data, students design and deliver comprehensive lessons that incorporate systematic instruction, evidence-based interventions, and individualized accommodations and adaptations across academic subject areas. Coursework emphasizes continuous progress monitoring to determine learner growth and responsiveness to instruction, making informed adjustments to instructional strategies, and documenting outcomes to ensure educational decisions are data-driven and student-centered.
3 Credit Hours. 3 Lecture Contact Hours. 10 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter

SPED 5395. Registered Behavior Technician Practicum.
This course provides an introductory supervised practicum experience for graduate students preparing for the Registered Behavior Technician (RBT) credential aligned with the Behavior Analyst Certification Board Task List. Students complete the Behavior Analyst Certification Board required RBT training modules and engage in structured clinical experiences within the Texas State University Clinic for Autism, Research, Evaluation, and Support to apply core principles of applied behavior analysis under supervision. Through observation, guided practice, and supervised performance, students practice designing measurement systems, demonstrating skill acquisition procedures, implementing behavior-reduction strategies, and producing clinical documentation that meets professional and ethical standards established by the field.
3 Credit Hours. 3 Lecture Contact Hours. 5 Lab Contact Hours.
Grade Mode: Standard Letter