

## Program Overview

The 30-credit Master of Education (M.A.) in Secondary Education with concentration in Talent Development focuses on knowledge and skills related to talent development in schools and communities. Graduates are well-positioned for advanced teaching, mentoring, and leadership roles such as:

- classroom teacher with enhanced talent development skills
- teacher of advanced and honors classes
- early-college high school teacher leader
- talent development coordinator
- mentoring program leader
- extra-curricular coach, creativity coach, or instructional coach
- academic coordinator
- teacher peer mentor
- community-based education specialist
- undergraduate university faculty

This program, which includes a thesis, also provides a foundation for doctoral studies in education. The program does not require teacher licensure or specific prior course work for admission.

## Application Requirements

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

- completed online application
  - \$55 nonrefundable application fee
- or
- \$90 nonrefundable application fee for applications with international credentials
  - baccalaureate degree from a regionally accredited university
  - official transcripts from **each institution** where course credit was granted
  - a 2.75 overall GPA or a 2.75 GPA in the last 60 hours of undergraduate course work (plus any completed graduate courses)
  - GRE not required
  - resume/CV, including contact information for two references who are familiar with the student's scholarly work and/or relevant work experience
  - statement of purpose (one to two double-spaced pages) that includes the student's rationale for pursuing graduate study in this particular program

Non-native English speakers who do not qualify for an English proficiency 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

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 concentration in Talent Development requires 30 semester credit hours, including a thesis.

## Course Requirements

Code	Title	Hours
<b>Required Courses</b>		
CI 5390	Research Seminar in Education	3
Choose 3 hours from the following		3
CI 5373	Professional Development for Teachers: Models, Research, and Theory	
CI 5339	Project-Based Instruction	
CI 5359	Curriculum for Rigor, Depth, and Complexity	
CI 5364	Advanced Instructional Strategies for Secondary Education Teachers	
CI 5372	Philosophical Foundations of Education	
CI 5308	Emerging Frameworks for Gifted and Talented Education	
CI 5311	Practicum in Talent Development	
CI 7352	Beginning Qualitative Design and Analysis	
EDTC 5310	Introduction to Educational Technology	
RDG 5310	Teaching Literacy with Children's and Young Adult Literature	
Choose 3 hours from the following		3
CI 5330	Multicultural Teaching and Learning	
BILG 5388	The Politics of Language	
CI 5319	Nonacademic and Contextual Factors in Advanced/Gifted Education	
CI 5368	The Politics and Creativity of Being and Becoming	
CI 5381	Curiosity, Reimagination, and the Radical Imagination	
RDG 5331	Literacy Methods for Linguistically and Culturally Diverse Students	
CI 5352	Research and Current Topics in Talent Development and Creativity	3
CI 5383	Mentoring Across the Life Span	3
CI 5310	Creativity: Theories, Research, Practices, and Issues	3
CI 5309	Rethinking Talent and Transformation	3
Advisor-approved elective		3
<b>Thesis</b>		
CI 5399A	Thesis	3
Choose a minimum of 3 hours from the following courses:		3
CI 5199B	Thesis	
CI 5299B	Thesis	
CI 5399B	Thesis	
CI 5599B	Thesis	

CI 5999B Thesis

Total Hours

30

## Comprehensive Examination Requirement

Students must complete a thesis, which includes an oral defense. At the oral defense of the thesis, the faculty committee may: (a) determine that the student has passed, (b) request corrections or revisions to the document, (c) request revisions and a subsequent oral defense of the revised document, or (d) determine that the student has failed. If a student has been asked to submit revisions and defend again, they may defend the revised document once.

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](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, DE, ECE, EDTC, RDG, SPED

## Courses Offered

### Curriculum and Instruction (CI)

#### CI 5199B. Thesis.

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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

**Grade Mode:** Credit/No Credit

#### CI 5299B. Thesis.

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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

**Grade Mode:** Credit/No Credit

#### CI 5301. Methods for Teaching Middle School Mathematics.

This course will explore the methods of teaching mathematics in intermediate and middle grades. Emphasis is placed on the equity principle (mathematics for all) and development of conceptual understanding of topics such as real numbers and operations on real numbers, geometry, statistics and probability, and algebra (patterns, variables, and functions).

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

**Grade Mode:** Standard Letter

#### CI 5302. Practical Statistics for Educators.

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

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

**Grade Mode:** Standard Letter

#### CI 5303. Teaching Math in the Elementary School.

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

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

**Grade Mode:** Standard Letter

#### CI 5304. Science, Technology, Engineering, and Mathematics for Elementary Teachers.

The importance of problem solving in elementary mathematics and science is explored. Class activities emphasize the role of mathematics in collecting, recording, analyzing, and communicating scientific observations.

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

**Grade Mode:** Standard Letter

#### CI 5305. Methods in Geometry for Elementary Math Teachers.

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

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

**Course Attribute(s):** Lab Required

**Grade Mode:** Standard Letter

#### CI 5307. Probability and Statistics Methods for Elementary Math Teachers.

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

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

**Grade Mode:** Standard Letter

#### CI 5308. Emerging Frameworks for Gifted and Talented Education.

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

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

**Grade Mode:** Standard Letter

#### CI 5309. Rethinking Talent and Transformation.

In this course, students rethink talent and transformation in school and community contexts using various practices, frameworks, and research.

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

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

**Grade Mode:** Standard Letter

**CI 5310. Creativity: Theories, Research, Practices, and Issues.**

In this course, students examine creativity in relation to associated theories, research, practices, and contemporary issues. Relationships between creativity and topics such as education, everyday life, and social change are explored. 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. Practicum in Talent Development.**

This course is a capstone course in which students develop and apply knowledge and skills in talent development in an educational setting. Prerequisites: CI 5310 and CI 5308 or CI 5309; CI 5319 or CI 5383; and one of the following: CI 5324 or CI 5359 or CI 5368, all with a grade of "C" or better.

**3 Credit Hours. 0 Lecture Contact Hours. 6 Lab Contact Hours.**

**Grade Mode:** Credit/No Credit

**CI 5312. Elementary Language Arts: Current Trends.**

A study of current trends in methods of instruction in the language arts, a study of research findings, and an examination of selected media and materials. Also identifies the relation of language arts to other aspects of the elementary school curriculum and the most effective diagnostic techniques for the language arts.

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

**Grade Mode:** Standard Letter

**CI 5313. Research Seminar in Human Growth and Development.**

Training for teachers (elementary or secondary), counselors, supervisors, and administrators to improve their professional effectiveness through the direct study of individual students according to an organizing framework of scientific knowledge of human growth and development; emphasis on the physical processes, the affective processes, and peer relationships.

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

**Grade Mode:** Standard Letter

**CI 5314. Human Growth and Development II.**

For teachers (elementary or secondary), counselors, supervisors, and administrators to increase their understanding of the motivation, the developmental level, and the abilities of individual students by a direct study of individuals in the classroom; emphasis on increasing scientific knowledge of culture, self-development, and self-adjustive areas of development.

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

**Grade Mode:** Standard Letter

**CI 5315. Coaching Skills for Elementary Math Mentors.**

This course focuses on using guidance and feedback to help teachers improve math instruction. Specific attention is given to roles and responsibilities of math content coaches, including their function in coaching a professional learning community, and the roles of math mentors in helping new and experienced teachers.

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

**Grade Mode:** Standard Letter

**CI 5316. Problem-Solving, Reasoning, and Modeling for Elementary Math Teachers.**

This course examines numerical reasoning and problem-solving with particular attention to heuristics, strategies, and modeling. Students will learn methods for mental computation and computational estimation, and algorithmic processes. The course is for elementary math teachers.

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

**Grade Mode:** Standard Letter

**CI 5317. Teaching Strategies for Elementary Teachers: Alternative Models.**

Alternative teaching models based on learning theory. Course designed to assist the elementary teacher in selecting appropriate strategies for meeting student learning styles and to broaden the scope of elementary school methodology. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**CI 5319. Nonacademic and Contextual Factors in Advanced/Gifted Education.**

This course explores the interplay of academic, nonacademic, and contextual factors on the growth of youth. Related practices for advanced/gifted educational ecologies are included. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**CI 5322. Middle School Instructional Strategies and Practices.**

Course topics include middle school curriculum, state and national standards, developmentally and culturally responsive instructional strategies, assessment, and classroom management. Students are required to complete 30 clock hours of field experience in 4-8 school settings. Prerequisite: Admittance to Educator Preparation.

**3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.**

**Grade Mode:** Standard Letter

**CI 5323. Middle School Philosophy and Learning.**

Middle school philosophy focusing on young adolescents' cognitive, emotional, social, and physical needs. Instructional delivery strategies and assessments that are developmentally responsive and adhere to state and national standards. Positive learning environments that include family and community collaboration. Philosophical and historical foundations of the middle school movement. Prerequisite: CI 5322.

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

**Grade Mode:** Standard Letter

**CI 5324. Systems and Models for Gifted and Talented Education.**

This course examines systems, organizational models, strategies and assessment approaches that facilitate gifted and talented education in K-12 school settings.

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

**Grade Mode:** Standard Letter

**CI 5325. Comparative Education Systems.**

This course will compare global educational systems with the American education system. Students will observe classes, interview non-American educators and students, analyze research, and teach lessons in a school outside of the U.S. context.

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

**Grade Mode:** Standard Letter

**CI 5326. Curriculum & Management in the Elementary & Middle School.**

Course topics include principles of curriculum development, the EC-8 curriculum, lesson and unit planning, instructional strategies that promote student learning, and classroom management. Students are required to complete 30 clock hours of field experience in EC-8 school settings. Prerequisite: Admittance to Educator Preparation.

**3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.**

**Grade Mode:** Standard Letter

**CI 5327. Principles and Practices in the Elementary School.**

Defines and interprets the newer trends in elementary school practices; the philosophy and objectives of the elementary school, and procedures for implementing these objectives; classroom organization and management; the principles of unified learning as applied to school experiences, procedures for planning and developing experiences, meeting individual needs, and evaluation.

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

**Grade Mode:** Standard Letter

**CI 5328. Elementary Social Studies: Curriculum Problems.**

Development and purposes of the social studies curriculum; contributions of the social sciences to the social studies curriculum; relation of the social studies to the total elementary program; curriculum construction, supervision, and evaluation; current issues and trends.

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

**Grade Mode:** Standard Letter

**CI 5329. The Elementary School Science Curriculum.**

An intensive study of the philosophies of discovery and inquiry as they relate to the elementary school science curriculum; laboratory experiences related to the objectives, content, methods, and materials of selected innovative programs. Examples: Inquiry Development Program, Elementary Science Study, Science-A Process Approach, Introductory Science Study, Science Curriculum Improvement Study, Minnesota Mathematics, and Science Teaching Project.

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

**Grade Mode:** Standard Letter

**CI 5330. Multicultural Teaching and Learning.**

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. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**CI 5332. Multicultural Teaching and Learning of Mathematics.**

This course will acquaint students with current learning theories that conceptualize interaction and participation as crucial to learning mathematics in contexts that include English Language Learners (ELLs). Students will make practical/meaningful connections to classroom instruction by designing learning environments that include tools to support ELLs in learning mathematics with understanding. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**CI 5333. The Secondary Curriculum.**

A brief history of curriculum development with special emphasis on the Texas curriculum program; basic principles and techniques of curriculum construction and implementation; aims and purposes of the curriculum as a function in perpetuating and improving democratic ideals; and attention to significant research in curriculum development.

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

**Grade Mode:** Standard Letter

**CI 5336. Methods and Materials for Teaching English as a Second Language.**

Identification and use of English as a Second Language (ESL) material and teaching strategies for teaching ESL as an integrated process including first and second language acquisition. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**CI 5337. Language Acquisition and Development.**

This course addresses the foundations for first and second language learning acquisition. Central concepts in child language development with special emphasis on language-minority issues will be presented and discussed. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**CI 5339. Project-Based Instruction.**

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

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

**Grade Mode:** Standard Letter

**CI 5340A. Teaching History for Young Learners: Issues, Purposes, and Possibilities.**

This seminar-based course consists of the study of current trends, issues, and pedagogical applications specific to the teaching of history for young learners. The course examines the history of history education, issues in the teaching of history, and how to teach history from multiple perspectives.

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

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

**Grade Mode:** Credit/No Credit

**CI 5340C. Introduction to Specially Designed Instruction for Students with Disabilities.**

This course covers instructional principles for designing and implementing specially designed instruction (SDI) to meet students' individual needs. This course prepares students to design, teach, and evaluate a variety of instructional approaches. All approaches have empirical evidence for improving outcomes for students with disabilities, including dyslexia.

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

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

**Grade Mode:** Standard Letter

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

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

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

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

**Grade Mode:** Standard Letter

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

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

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

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

**Grade Mode:** Standard Letter

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

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

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

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

**Grade Mode:** Standard Letter

**CI 5350. The Dual Credit Partnership.**

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

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

**Grade Mode:** Standard Letter

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

This course focuses on the practical application of creativity research and theories to advanced/gifted education teaching, learning, and leading. 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. Research and Current Topics in Talent Development and Creativity.**

This course focuses on current topics, emerging issues, and research related to talent development and creativity, with both theoretical and practical applications.

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

**Grade Mode:** Standard Letter

**CI 5354. Leadership in Gifted and Talented Education.**

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

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

**Grade Mode:** Standard Letter

**CI 5359. Curriculum for Rigor, Depth, and Complexity.**

This course focuses on the understanding and design of K-12 curricula with rigor, depth, and complexity.

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

**Grade Mode:** Standard Letter

**CI 5361. Pedagogy and Curriculum in the Elementary School.**

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

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

**Grade Mode:** Standard Letter

**CI 5362. Multicultural Teaching and Learning in the Math and Science Elementary Content Areas.**

This course is an investigation of the importance of linguistically and culturally contextualized problem solving in elementary mathematics and science. Class activities emphasize the role of mathematics in collecting, recording, analyzing, and communicating scientific observations.

Students will design and assess STEM lessons and activities that are culturally relevant and include students' cultural knowledge.

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

**Grade Mode:** Standard Letter

**CI 5363. Strategies for Improving Secondary Teaching.**

This course focuses on the development and implementation of instructional strategies for the secondary education classroom. Students are required to complete 30 clock hours of field experience in a secondary school setting. Prerequisite: Admittance to Educator Preparation; CI 5333 with a grade of "C" or better.

**3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.**

**Grade Mode:** Standard Letter

**CI 5364. Advanced Instructional Strategies for Secondary Education Teachers.**

This seminar-based course consists of the study of instructional strategies for experienced secondary education teachers. The course examines the research and theory that correspond to the development and implementation of advanced instructional strategies.

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

**Grade Mode:** Standard Letter

**CI 5368. The Politics and Creativity of Being and Becoming.**

This course examines different senses of politics and creativity in relation to contemporary questions of being and becoming. Implications for education, perception, and a different future are explored through research, philosophy, and art. (MULT).

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

**Course Attribute(s):** Exclude from 3-peat Processing|Multicultural Content

**Grade Mode:** Standard Letter

**CI 5370. Classroom Management, Discipline, and Legal Issues.**

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

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

**Grade Mode:** Standard Letter

**CI 5371. Advanced Classroom Management: Perspectives and Strategies for the Practicing Teacher.**

This course consists of the study of classroom management strategies for practicing teachers. Students will examine philosophical assumptions, research, and theories that correspond to the development and implementation of classroom management strategies, paying specific attention to the impact of social, emotional, and mental development on the classroom environment and learning outcomes. Additionally, students will examine local, state, and federal policies that influence classroom management practices. Specific attention will be paid to current trends in the research and their potential impact on the individual classroom.

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

**Grade Mode:** Standard Letter

**CI 5372. Philosophical Foundations of Education.**

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

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

**Grade Mode:** Standard Letter

**CI 5373. Professional Development for Teachers: Models, Research, and Theory.**

This seminar-based course consists of the study of current models, research, and theory of professional development for PK-12 teachers. The course examines the research and theory that informs current models of professional development that are implemented by schools to promote professional growth among teachers.

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

**Grade Mode:** Standard Letter

**CI 5375. Problems of Practice in Elementary Education.**

This course provides students with an opportunity to enhance and build-upon their skills and knowledge through in-depth exploration of research-based methods and/or theories in elementary education or the opportunity to participate in faculty-guided research.

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

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

**Grade Mode:** Standard Letter

**CI 5376. Problems in Secondary Education.**

This course gives students an opportunity to upgrade their skills and knowledge through in-depth exploration of research-based methods and theories in secondary education or the opportunity to participate in faculty-guided research.

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

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

**Grade Mode:** Standard Letter

**CI 5378. Problems in Education.**

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

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

**Grade Mode:** Standard Letter

**CI 5381. Curiosity, Reimagination, and the Radical Imagination.**

In this course, students examine curiosity, reimagination, and the radical imagination in relation to associated research, practices, frameworks, and contemporary issues in schools and society. (MULT).

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

**Course Attribute(s):** Exclude from 3-peat Processing|Multicultural Content

**Grade Mode:** Standard Letter

**CI 5383. Mentoring Across the Life Span.**

This course examines mentoring types and processes across the life span, with emphases on mentoring teachers and students in school and community contexts. Talent development purposes for mentoring are included. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**CI 5387. Bilingual Education: Principles and Practices.**

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

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**CI 5389. Action Research for Practitioners.**

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

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

**Grade Mode:** Standard Letter

**CI 5390. Research Seminar in Education.**

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

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

**Course Attribute(s):** Multicultural Perspective|Multicultural Content

**Grade Mode:** Standard Letter

**CI 5392. 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 focuses on frameworks and strategies for designing and implementing effective instruction in secondary classrooms. Topics include standards-based curriculum design, content literacy, collaborative learning, and student motivation. Students will also discuss evidence-based best practices for effective instruction and learning in secondary content areas.

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

**Grade Mode:** Standard Letter

**CI 5394. 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 focuses on the research and theories that correspond to effective teaching, professionalism, and professional development. Students will analyze their understanding of effective teaching to develop a professional development plan for improving their teaching in the future. Prerequisite: CI 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. No thesis credit is awarded until student has completed the thesis in Curriculum and Instruction 5399B.

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

**Grade Mode:** Credit/No Credit

**CI 5399B. Thesis.**

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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

**Grade Mode:** Credit/No Credit

**CI 5599B. Thesis.**

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

**5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.**

**Grade Mode:** Credit/No Credit

**CI 5999B. Thesis.**

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

**9 Credit Hours. 9 Lecture Contact Hours. 0 Lab Contact Hours.**

**Grade Mode:** Credit/No Credit

**Developmental Education (DE)****DE 5199B. Thesis.**

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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

**Grade Mode:** Credit/No Credit

**DE 5299B. Thesis.**

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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

**Grade Mode:** Credit/No Credit

**DE 5305. Diversity and Education in a P-16 Context.**

This course examines the core theories of diversity in a P-16 context. Emphasis will be placed on historical, theoretical, and pedagogical models relevant to understanding postsecondary diversity.

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

**Grade Mode:** Standard Letter

**DE 5321. The Community College.**

Introduction to the community college and to its roles and functions in American education. Special attention will be directed to evolution, development, and patterns of organization, purposes programs, personnel and current issues of the community college. Students take DAE 5383 or DE 5321 may not take DE 7321 for doctoral level credit.

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

**Grade Mode:** Standard Letter

**DE 5324. Teaching Learning Strategies and Critical Thinking.**

Theory and pedagogy of learning strategies, problem solving, and critical thinking in the college and adult classroom. Topics will include variables in teaching and learning methods of assessment, and approaches to instructions. Students taking DAE 5371 or DE 5324 may not take DE 7324 for doctoral level credit.

**3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.**

**Grade Mode:** Standard Letter

**DE 5326. Curriculum Design in Postsecondary Developmental Education.**

This course focuses on principles and processes of curriculum design in postsecondary developmental education contexts. The course scope includes an emphasis on the foundational literature in curriculum theory, as well as historical and current curricular structures and best practices specific to developmental education.

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

**Grade Mode:** Standard Letter

**DE 5327. Student Motivation and Self-Regulation.**

This course focuses on research-based theories of student motivation and self-regulation. It also highlights practical applications of these theories for students in developmental education and postsecondary contexts.

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

**Grade Mode:** Standard Letter

**DE 5339. Assessment and Evaluation in Developmental Education.**

Foundations of students assessment and program evaluation for developmental education programs. Topics include: quantitative and qualitative classroom assessment; formative vs. summative assessment; test interpretation; social, legal, and ethical implications of assessment; reliability and validity; norm vs. criterion tests; placement test; program evaluation models; as well as formative and summative evaluation.

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

**Grade Mode:** Standard Letter

**DE 5365. Administration of Developmental Education.**

An overview of the field of developmental education and of the various types of programs designed to meet the needs of the underprepared learner. Special emphasis is on needs assessment, program design, implementation, management and leadership, and evaluation.

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

**Grade Mode:** Standard Letter

**DE 5373. Grant Development and Management.**

Course purposes include demystifying grant proposal writing and becoming acquainted with grant management resources. Student will locate funding sources, develop a proposal and budget, and explore accountability issues and processes for funded projects. Emphasis is on optimizing location and use of online grant information and developing professional networks. Students taking DAE 5373 may not take ED 7373 for doctoral level credit.

**3 Credit Hours. 1.5 Lecture Contact Hours. 10 Lab Contact Hours.**

**Grade Mode:** Standard Letter

**DE 5375. Learners in Developmental Education Contexts.**

This course provides a profile of the underprepared postsecondary student and an overview of the programs and instructional strategies appropriate for use with that target population. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**DE 5378. Problems in Developmental Education.**

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

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

**Grade Mode:** Standard Letter

**DE 5379. Independent Study.**

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

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

**Grade Mode:** Standard Letter

**DE 5384. Internship in Developmental Education.**

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

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

**Grade Mode:** Credit/No Credit

**DE 5399A. Thesis.**

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

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

**Grade Mode:** Credit/No Credit

**DE 5399B. Thesis.**

This course represents a student's continuing thesis enrollment. The student continues to enroll in this course until the thesis is submitted for binding.

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

**Grade Mode:** Credit/No Credit

**DE 5599B. Thesis.**

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

**5 Credit Hours. 5 Lecture Contact Hours. 0 Lab Contact Hours.**

**Grade Mode:** Credit/No Credit

**DE 5999B. Thesis.**

This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

**9 Credit Hours. 9 Lecture Contact Hours. 0 Lab Contact Hours.**

**Grade Mode:** Credit/No Credit

**Early Childhood Education (ECE)****ECE 5318. Advanced Early Child Development: Readiness for Learning and Language Abilities.**

A study of the cognitive, affective, and psychomotor factors bearing on the young child's readiness for learning and acquisition of language. The course includes methods of child study, such as instruction, and practice in using observational techniques and anecdotal records. It includes the design and evaluation of specific readiness activities and guided field experience.

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

**Grade Mode:** Standard Letter

**ECE 5319. Curriculum and the Young Child: Early Care and Education.**

This course is designed to investigate the organization and evaluation of curricula designed for young children.

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

**Grade Mode:** Standard Letter

**ECE 5330. Curriculum and the Young Child, II (Kindergarten).**

Advanced study of curriculum and materials used in educational programs for young children.

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

**Grade Mode:** Standard Letter

**ECE 5380. Independent Study in Early Childhood.**

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

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

**Grade Mode:** Standard Letter

**Educational Technology (EDTC)****EDTC 5310. Introduction to Educational Technology.**

This course provides hands-on experience with a variety of educational uses of microcomputers in early childhood, elementary, middle, and high schools. Review of relevant research and discussion of current issues will also be included.

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

**Grade Mode:** Standard Letter

**EDTC 5315. Instructional Development.**

This course focuses on both instructional and multimedia development principles. Students will design and develop an extended technology project to solve an instructional problem.

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

**Grade Mode:** Standard Letter

**EDTC 5320. Models of Integration of Educational Technology.**

Students will examine trends and issues related to the integration of technology in instruction based on learning theory, learners' needs, teaching strategies/practices, social and psychological factors, and state/national standards.

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

**Grade Mode:** Standard Letter

**EDTC 5325. Leadership and Management of Educational Technology.**

This course provides an examination and critical analysis of the important theories, concepts, and current issues in the leadership and management of educational technology in diverse organizational environments.

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

**Grade Mode:** Standard Letter

**EDTC 5330. Implementing Emerging Educational Technology.**

This course is designed to equip students with the skills, knowledge, and perspectives needed to implement emerging technologies in diverse educational contexts.

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

**Grade Mode:** Standard Letter

**EDTC 5334. Online Learning and Course Design.**

This course will examine theoretical and research perspectives of learning in an online context. Students will analyze online tools in relation to teaching objectives and design an online component to a course they teach.

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

**Grade Mode:** Standard Letter

**EDTC 5335. Instructional Design for Educational Technology.**

This course will focus on the use of instructional design principles in Educational Technology to solve instructional problems. Topics covered include developing teacher training materials, courses, individualized instruction, websites, multimedia projects, workshops, and online instruction in the education setting.

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

**Grade Mode:** Standard Letter

**EDTC 5340. Issues in Educational Technology.**

This course will provide students with information on current issues and emerging trends to enhance their ability to function effectively as educational technology leaders at the school, district, or agency level. May be repeated once for credit with different emphasis.

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

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

**Grade Mode:** Standard Letter

**EDTC 5341. Digital Fabrication and Simple Electronics.**

This course focuses on the use of creativity within educational maker spaces and is intended for educators (and their students) to think creatively using digital fabrication and technology. A maker space is a place where people come together to create with technology.

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

**Grade Mode:** Standard Letter

**EDTC 5345. Educational Technology Internship.**

The Educational Technology Internship allows the intern to apply theory into practice in a real world setting. The intern is provided site-based opportunities for applying leadership skills in training teachers to use technology in an educational setting.

**3 Credit Hours. 0 Lecture Contact Hours. 5 Lab Contact Hours.**

**Grade Mode:** Credit/No Credit

**Reading (RDG)****RDG 5310. Teaching Literacy with Children's and Young Adult Literature.**

Course focuses on current research and methods for using children's and young adult literature, including multicultural literature for literacy instruction in grades EC-12. Students will explore different genres and evaluate and select literature for instruction across the curriculum.

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

**Grade Mode:** Standard Letter

**RDG 5315. Critical Media Literacy and New Literacy Studies for Educators.**

This course helps students develop the habits of mind and analytic tools needed to examine media content and make more informed choices as a critical audience. To reach these objectives, critical media literacy pedagogy proposes strategies for engaging with and making sense of media, including social media. Current research in the New Literacy Studies complements these strategies. Students will develop skills to analyze, deconstruct, and reconstruct 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 5320. Foundations of Literacy Instruction.**

Course surveys reading and writing theories, processes, and models; theoretical bases of literacy instruction, stages of literacy development; the relationship between oral language and literacy; and classic and current quantitative and qualitative literacy research.

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

**Grade Mode:** Standard Letter

**RDG 5321. Literacy Teaching and Learning in the Early Years: EC-Grade 3.**

This course focuses on effective literacy instruction in early childhood through third grade. Topics covered include early literacy skills, science of reading, culturally and linguistically relevant practices with young children, literacy-play connections, and engagement. The course examines reading curricula, early literacy assessment, and selection of diverse material.

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

**Grade Mode:** Standard Letter

**RDG 5322. Teaching Reading in the Elementary and Middle Schools.**

Course focuses on effective literacy instruction in elementary and middle schools, including the following areas: word identification, spelling, word study, vocabulary instruction, comprehension strategy instruction, fluency, critical literacy, and engagement. The course examines reading curricula, instructional assessment, and selection of material.

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

**Grade Mode:** Standard Letter

**RDG 5324. Developing Content Area Literacy in Middle and Secondary Schools.**

This course examines literacy development in middle and secondary school content areas. Topics include classroom assessment, development of strategic literacy, fluency, critical thinking, lifelong attitudes, interests, study strategies, and literacy in multiple sources of narrative and information text ranging from textbooks to electronic texts.

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

**Grade Mode:** Standard Letter

**RDG 5326. Developmental Literacy in the Middle and Secondary Schools.**

This course focuses on effective literacy instruction for middle- and secondary-school students who struggle with literacy. Topics also include reading curricula and instruction, assessment, and materials selection.

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

**Grade Mode:** Standard Letter

**RDG 5331. Literacy Methods for Linguistically and Culturally Diverse Students.**

Course topics include linguistic and literacy challenges unique to students whose native language or dialect is not English and innovative methods for teaching literacy to linguistically and culturally diverse students. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**RDG 5334. Family Literacy.**

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

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**RDG 5335. Basic Academic Literacy.**

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

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

**Grade Mode:** Standard Letter

**RDG 5340. Connecting Reading and Writing in the Classroom.**

This course focuses on the relationships between reading and writing; the connections among written language, oral language, and thinking; and the organization of integrated reading and writing instruction in grades EC-12, including workshop techniques and thematic teaching.

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

**Grade Mode:** Standard Letter

**RDG 5341. Writing Pedagogy in the P-12 Classroom.**

In this course, students will examine theories, research, and practice in writing instruction in P-12 classrooms. Students will reflect on process and subsequently use this information for their own practice and instruction. They will also examine and develop standards, curricula, and policies at district, state, and national levels. Prerequisite: RDG 5340 with a grade of "C" or better.

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

**Grade Mode:** Standard Letter

**RDG 5345. Assessment-Driven Literacy Instruction.**

Course focuses on classroom literacy assessment, interpretation of assessment results, and designing and implementing effective literacy instruction based on assessment results. Course concentrates on the special needs of individual readers within the classroom setting and includes interpretation of formal assessments. Prerequisite: RDG 5322 with a grade of "C" or better.

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

**RDG 5350. Literacy as Sociocultural Practice.**

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

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

**RDG 5363. Literacy Teaching and Learning as Sociocultural Practice.**

This course focuses on effective literacy instruction for elementary students, including oral language development, phonics, decoding, comprehension, fluency, vocabulary instruction, integrating reading and writing, writing instruction, and integrating social studies into a literacy curriculum. Investigations of the reading curricula, instructional assessment, and selection of material using a multicultural lens are included. Students will examine current research, theory, and practice pertaining to sociocultural models of literacy and literacy instruction.

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

**RDG 5370A. Critical Media Literacy and the New Literacy Studies.**

This course is an in-depth study of research and theory pertaining to Critical Media Literacy and the New Literacy Studies (NLS). Repeatable for credit.

**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 5370B. Literacy Instruction in Multilingual Settings.**

This course explores literacy instruction in multilingual settings, pursuing effective instruction while evaluating the social, cultural, and political contexts for literacy instruction/policy. Students examine how literacy instruction and policies are created, shaped, and implemented and the impact of policies on how literacy is defined and measured. Repeatable for credit. (MULT).

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

**RDG 5370C. Foundations of Integrated Reading & Writing Pedagogy.**

The purpose of this course is to develop, explore and reflect on literacy as social practices within a community.

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

**RDG 5370D. Community Literacy.**

The purpose of this course is to explore and reflect on literacy as social practices within a community, informing effective curriculum and instruction for K-16 school settings, adult literacy programs, and informal environments. Students will explore ethnographic research as a means to inform instruction and complete a service learning project. (MULT).

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

**RDG 5371. Foundations of Postsecondary Integrated Reading & Writing Pedagogy.**

This course examines the theory, research, and practice of an integrated reading and writing approach to postsecondary literacy instruction.

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

**RDG 5372. New Literacies Studies in Developmental Education.**

This course focuses on the research and instructional practice of New Literacies Studies for post-secondary developmental education. It includes an examination of diverse ways in which multiple digital technologies broaden and change the demands on those literacies necessary for communicating within the academic and workplace communities of the 21st century.

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

**RDG 5374. Foundations of Postsecondary Developmental Reading and Writing Theory.**

This course examines core theories of postsecondary literacy. Emphasis will be placed on historical, theoretical, and pedagogical models relevant to methods of teaching postsecondary developmental reading and writing.

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

**RDG 5375. Postsecondary Developmental Reading and Writing Assessment.**

This course examines the history, theory, research, policy, and practice related to reading and writing assessment at the postsecondary level. Students will survey various placement, diagnostic, informal, affective and non-cognitive, and exit-level measures.

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

**RDG 5376. Postsecondary Disciplinary Literacies.**

This course examines core principles of disciplinary literacy. Students will examine the theory, research and pedagogical practices of literacy across the disciplines with an emphasis on understanding the potential for postsecondary learners and developmental education practices.

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

**Grade Mode:** Standard Letter

**RDG 5380. Independent Study in Reading Research.**

In-depth analysis and interpretation of selected research topics of great current interest in reading and language arts. Topics and instructors will vary from semester to semester. May be repeated with different topics for additional credit.

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

**Grade Mode:** Standard Letter

**RDG 5381. Internship in Postsecondary Developmental Literacy Education.**

This course is designed for students to gain experiences working in postsecondary developmental literacy contexts. Students must complete a one-semester, 150-hour internship at a site approved by their instructor and the site supervisor. Students develop an individualized learning plan and submit a comprehensive portfolio documenting their internship activities.

**3 Credit Hours. 0 Lecture Contact Hours. 16 Lab Contact Hours.**

**Grade Mode:** Credit/No Credit

**RDG 5395. Teaching Academic Literacy to Adults.**

Course focuses on teaching academic literacy to older students and adults in post-secondary settings. Topics include: the literacy needs of adult learners in formal schooling; appropriate assessment strategies; instructional methodologies, materials, and resources; and the school-based groups, schools, and agencies that serve these students.

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

**Grade Mode:** Standard Letter

**RDG 6330. Language Acquisition and Development for Literacy Instruction.**

Course topics include first and second language learning; dialect acquisition and development; theories and stages of language development; language diversity; and language disorders. Students read and interpret research and study language development of EC-12 children from varying linguistic backgrounds.

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

**Grade Mode:** Standard Letter

**RDG 6333. Reading Specialist Capstone: Professionalism and Professional Development.**

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

**3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.**

**Grade Mode:** Standard Letter

**RDG 6336. Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools.**

This course focuses on designing, conducting, and interpreting quality, school-based research to guide literacy instructional decision-making. Internship students will work in approved educational settings to demonstrate the roles of the Reading Specialist including literacy teacher, leader, coach, and researcher. Prerequisites: RDG 5310, RDG 5320, RDG 5322, and RDG 5326. Corequisites: RDG 5310, RDG 5320, RDG 5322, and RDG 5326.

**3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.**

**Grade Mode:** Standard Letter

**Special Education (SPED)****SPED 5310. Independent Study in Special Education.**

This course is an in-depth study of selected topics of current interest in special education. Coursework is completed on an independent study basis with a faculty member and available only with permission of instructor. May be repeated for credit. (MULT) Prerequisite: Departmental approval.

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

**Course Attribute(s):** Exclude from 3-peat Processing|Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5311. Teaching Language Arts to Students with Disabilities.**

Course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students' access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5313. Education Students with Emotional/Behavioral Disorders.**

Specific strategies and issues associated with effective instruction of students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5314. Advanced Educational Strategies for Students with Autism.**

This course examines theories and specialized instructional strategies pertaining to the education of children and youth with Autism Spectrum Disorders. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5316. Basic Principles of Behavior.**

This course covers the basic concepts and principles of applied behavior analysis. Topics include behavior and response class, stimulus and stimulus class, respondent and operant conditioning, reinforcement and punishment, automatic and socially mediated contingencies, extinction, stimulus control, generalization and maintenance, rule governed and contingency shaped behavior, and the verbal operants.

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

**Grade Mode:** Standard Letter

**SPED 5317. Introduction to Intervention in Early Childhood.**

This course provides an introduction to Early Intervention/Early Childhood Special Education. This course focuses on content related to best intervention practice for children with developmental delay and disability. Topics will include infant, toddler, and early childhood development; naturalistic developmental interventions; family-centered practices; routine-based intervention; activity-based instruction; and transdisciplinary assessment and intervention. Coverage spans core intervention areas in early intervention, such as social emotional development, language and pre-literacy, motor skills in a variety of settings for service delivery, including home, community, and center-based contexts. Issues of racial, cultural, and linguistic diversity will be emphasized.

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

**Grade Mode:** Standard Letter

**SPED 5318. Introduction to Specially Designed Instruction for Students with Disabilities.**

This course covers instructional principles for designing and implementing specially designed instruction to meet students' individual needs, with an emphasis on supporting learners with dyslexia and related language disorders. Students will design, teach, and evaluate a variety of instructional approaches that have empirical evidence for improving outcomes for learners with disabilities, such as 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 Instruction for Students with Disabilities.**

This course covers advanced methods for providing specially designed instruction for students with disabilities, including dyslexia. The course presents advanced approaches on how to plan, present, and evaluate instructional sequences for students with disabilities, with a focus on how to modify lessons based on individual student needs. 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 identifies evidence-based practices for teaching mathematics skills and concepts to students with disabilities. This course covers empirically validated instructional procedures addressing teaching mathematics to students with exceptional learning needs, emphasizing curriculum-based measurement and assessment, error analysis, selecting instructional strategies, and implementing differentiated mathematics instruction.

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

**Grade Mode:** Standard Letter

**SPED 5322. Applied Behavior Analysis Professional Seminar.**

This course describes three primary career options for professional behavior analysts (i.e., school-based, clinical therapy, and research/PhD program) and highlights strategies for finding employment and initiating a successful first year in the field.

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

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

**Grade Mode:** Standard Letter

**SPED 5324. Ethics in Behavior Analysis.**

This course prepares special education teachers, behavior analysts, and other professionals associated with the education and treatment of students with autism for the ethical issues encountered in schools, homes, and clinics. This course emphasizes the ethical guidelines for responsible conduct established by the Behavior Analyst Certification Board. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment.

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5326. Educating Students with Mild Disabilities.**

Course provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed with primary emphasis on learning disabilities. Role of classroom management and classroom teacher's role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5327. Educating Students with Autism and Other Developmental Disabilities.**

This course provides an overview of student characteristics and appropriate instructional techniques for individuals with developmental disabilities. Topics include specialized assessment and evidence-based practices, functional curriculum development, transition planning, medical and physical management, and assistive technologies. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5328. Theory and Philosophy in Behavior Analysis.**

This course covers the philosophical assumptions that underlie the science of behavior analysis. Course topics include pragmatism, selectionism, determinism, empiricism, and parsimony as well as the history and dimensions of behavior analysis. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment.

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

**Grade Mode:** Standard Letter

**SPED 5329. Language Development and Intervention for Special Populations.**

This course covers typical and atypical language development and intervention programming for individuals with significant language delays or disorders. Topics include assessment of language and social communication, individualized program development, and specialized language interventions across settings. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5333. Research Methods in Behavior Analysis.**

This course covers content that allows for systematic progress monitoring and experimental analysis of data by professional behavior analysts and teachers. Topics include operational definitions of behavior, direct and indirect measurement of behavior, design and implementation of experimental designs, graphing and interpretation of data, dependent and independent variables, internal and external validity, and types and uses of various single subject research designs. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment.

**3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.**

**Grade Mode:** Standard Letter

**SPED 5334. Assessment and Evaluation of Students with Disabilities.**

The course provides information about formal and informal assessment for the identification of cognitive aptitude, academic achievement, social, emotional, and motor development, as well as the implications of these results for instruction and remediation. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5336. Behavior Assessment in Applied Behavior Analysis.**

This course is designed for individuals who will be responsible for assessment of behavior from a behavior analytic perspective. Topics will include reviewing records, documenting the need for behavior analytic services, conducting preference assessments, identifying functions of problem behavior, conducting functional assessment/analyses, and interpreting functional assessment data.

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

**Grade Mode:** Standard Letter

**SPED 5340. Principles and Practices of Effective Instruction.**

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

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5341. Effective Instruction for Students with Disabilities.**

This course provides study of research-based instructional theory and practices for students with disabilities. Focus is on instructional methods and curriculum for students with disabilities in special education settings. Topics include planning, curriculum-based measurement, evidence-based strategies for facilitating student learning, and unique needs of students with disabilities. Prerequisite: SPED 5361 with a grade of a "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 will provide students with a history of special education litigation and legislation. Specifically, students will gain a deep understanding of the Individuals with Disabilities Education Improvement Act, along with other major legislation and policy governing the provision of special education services. Students will become familiar with federal statutes and regulations concerning assessment and evaluation procedures, due process and mediation, discipline, individual education plans (IEP's), free appropriate education (FAPE), and least restrictive environment (LRE).

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

**Grade Mode:** Standard Letter

**SPED 5354. Advanced Studies in School Discipline, Order, and Safety.**

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

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5355. Characteristics of Students with Learning Disabilities.**

This course reviews the latest research on learning disabilities in each developmental area. The focus is on identification and eligibility issues. Topics include changing definitions, medical aspects, cognition and language characteristics, personality and social characteristics, generic instructional approaches, technology, and issues in the future of learning disabilities. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5356. Advanced Practices in Learning Disabilities.**

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. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5360. Survey of Exceptionality.**

Course provides for the examination of types, characteristics, and etiologies of various exceptionalities; identification of federal laws as they relate to various populations; and serves as an introduction to the education of exceptional students in the home, school, and community. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5361. Introduction to Special Education.**

This course serves as an introduction to the education of exceptional children. Topics include the federal process of identifying students with educational disabilities, common characteristics and etiologies of each exceptionality, and state and federal laws related to the policies and treatment of students receiving special education services. Students will investigate research-based educational approaches to meet the needs of exceptional children and evidence-based instruction for students with disabilities.

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

**Grade Mode:** Standard Letter

**SPED 5375. Behavior Management: School Application of Applied Behavior Analysis.**

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

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5376. Assessment and Intervention of Challenging Behavior.**

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

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5378. Organizational Behavior Management and Supervision.**

This course provides an in depth examination of best practices relative to supervision and management of both individual client programs and personnel within the field of applied behavior analysis. The course covers monitoring client progress, making data-based decisions, and collaborating with other professionals and families. Students will also learn effective staff training techniques, methods of reinforcing staff behavior and increasing staff motivation, designing group contingencies and self-management, collecting and analyzing data on staff performance, addressing challenging issues/behaviors among staff, and ethical and supervisory requirements of the Behavior Analyst Certification Board. This course is most applicable to students in Autism/ABA.

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

**Grade Mode:** Standard Letter

**SPED 5380. Positive Behavior Interventions and Supports in Schools.**

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

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5381. School-Wide Positive Behavioral Interventions and Supports.**

This course covers theory, issues, and applications of Positive Behavior Interventions and Supports (PBIS) in school settings. Topics include history and foundations of PBIS; use of schoolwide discipline data to make decisions; and best practices in behavior and academic interventions in PBIS programs. 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/Behavioral Disorders.**

This course covers advanced principles, concepts, and practices related to educating students with Emotional/Behavioral Disorders. Emphasis will be on school-based services, including advanced, evidence-based instructional and behavioral interventions for improving academic, social, and behavioral outcomes. (MULT) Prerequisite: SPED 5313 and SPED 5375 both with grades of "C" or better. (MULT).

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

**Course Attribute(s):** Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5384. Behavior Assessment and Intervention for Skill Acquisition.**

This advanced course will focus on instructional strategies designed to increase appropriate behaviors as well as decrease challenging behaviors. Reinforcement strategies, extinction, group contingencies, and token systems will be covered. This course is most applicable to students in the Autism/Applied Behavior Analysis concentration; those students will be given priority for enrollment.

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

**Grade Mode:** Standard Letter

**SPED 5386. Advanced Techniques in Applied Behavioral Analysis.**

Course covers advanced principles of Applied Behavior Analysis, including assessment and development of interventions. Topics include foundations and ethics of ABA, the analysis of verbal behavior, functional behavior analysis, single subject design, and program development and evaluation. (MULT).

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

**Grade Mode:** Standard Letter

**SPED 5389. Special Education Practicum.**

This supervised practicum focuses on design and implementation of educational programs for students with disabilities including assessment, planning, instruction, progress reporting, and development of annual goals and objectives. A student may take two of the prerequisites concurrently with SPED 5389. (MULT) Prerequisite: SPED 5311 and SPED 5313 and SPED 5314 and SPED 5340 and SPED 5355 and 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|Multicultural Content

**Grade Mode:** Standard Letter

**SPED 5391. Clinical Practicum in Autism Spectrum Disorders.**

This course provides intensive field experience working with students with autism. Skills to be practiced include interventions based on applied behavior analysis, assessment of learning needs, behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit. Prerequisite: Instructor approval.

**3 Credit Hours. 3 Lecture Contact Hours. 20 Lab Contact Hours.**

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

**Grade Mode:** Standard Letter

**SPED 5392. Field Based Practicum in Behavior Disorders/Positive Behavior Supports.**

This course provides intensive field experience working with students with behavior disorders in school settings to include practices based in positive behavior supports, applied behavior analysis, assessment of learning needs and behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit. Prerequisite: SPED 5313 and SPED 5375 and SPED 5380 all with grades of "C" or better. Corequisite: SPED 5382 with a grade of "C" or better.

**3 Credit Hours. 2 Lecture Contact Hours. 8 Lab Contact Hours.**

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

**Grade Mode:** Standard Letter

**SPED 5394. Field Based Practicum in Learning Disabilities.**

This course provides intensive field experience working with students who are at-risk of or who have learning disabilities. Skills to be practiced include assessment of learning needs, instruction planning and implementation, and evaluation of student progress. Repeatable for credit.

**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 covers the basic concepts and principles of Applied Behavior Analysis. Topics include behavior and response class, stimulus and stimulus class, respondent and operant conditioning, reinforcement and punishment, automatic and socially mediated contingencies, extinction, stimulus control, generalization and maintenance, rule governed and contingency shaped behavior, and the verbal operants. This course includes a practicum which concludes with a Competency Assessment to become a Registered Behavior Technician.

**3 Credit Hours. 3 Lecture Contact Hours. 5 Lab Contact Hours.**

**Grade Mode:** Standard Letter