M.ED. CURRICULUM AND INSTRUCTION

OVERVIEW
A master’s degree in Curriculum and Instruction will prepare you to analyze student data, utilize research and employ best practices to improve the quality of teaching and learning in any classroom. The courses are specifically designed to provide you with a wide range of experiences in order to serve as expert teachers and mentors in schools. At A&M-Central Texas, we strive to provide current, relevant and rigorous material in a time frame that meets the needs of working teachers.

Program Level Student Learning Outcomes
The student will be able to:
1. Be employable as educators in Texas.
2. Create effective curriculum.
3. Provide high-quality instruction.
4. Conduct research on relevant issues to curriculum and instruction.

Students who complete the thesis option are not required to take the Comprehensive Exam.
Students may complete six hours of thesis in lieu of six hours of Graduate content area courses.

Entry Requirements
Students will be admitted into the M.Ed. Curriculum and Instruction major by the faculty once the following application criteria are met:

• Successful admission to graduate school unless seeking Reading Specialist Certification.

The following is required for the Reading Specialist Certification major:

• A minimum 2.75 grade point average (GPA) overall or in the last 60 hours to include semester where 60th hour occurred
• Graduate School admission
• GRE scores if the applicant has a 2.75 – 2.99 GPA
• Completed application packet
• Interview
• Valid Teaching Certificate
• Two years creditable service as a teacher of record or one year creditable service with letter indicating continuing employment at a TEA approved site
• Letter of Intent to pursue certification.

Master of Education Without Teacher Certification - Secondary Education Without Thesis Program Requirements
All courses applicable to the program must be attained, at least 36 hours are required for the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5302</td>
<td>Cultural Diversity in Schools and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5338</td>
<td>Curriculum Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5345</td>
<td>Advanced Instructional Strategies for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5370</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level content area courses</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>EDUC 5198</td>
<td>Education Thesis</td>
<td>6</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Master of Education Without Teacher Certification - Elementary Education With Thesis Program Requirements
All courses applicable to the program must be attained, at least 36 hours are required for the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5302</td>
<td>Cultural Diversity in Schools and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5338</td>
<td>Curriculum Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5345</td>
<td>Advanced Instructional Strategies for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5370</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level content area courses</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>EDUC 5090</td>
<td>Education Comprehensive Examination</td>
<td>0</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Master of Education Without Teacher Certification - Secondary Education With Thesis Program Requirements
All courses applicable to the program must be attained, at least 36 hours are required for the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5302</td>
<td>Cultural Diversity in Schools and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5338</td>
<td>Curriculum Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5345</td>
<td>Advanced Instructional Strategies for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5370</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5300</td>
<td>Foundations and History of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 5349</td>
<td>Educational Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5350</td>
<td>Assessment and Interpretation for Education Leaders</td>
<td>3</td>
</tr>
<tr>
<td>READ 5374</td>
<td>Reading Resources and Materials</td>
<td>3</td>
</tr>
<tr>
<td>READ 5375</td>
<td>Reading Research and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5312</td>
<td>Language and Social Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 5322</td>
<td>Teaching Mathematics and Science</td>
<td>3</td>
</tr>
</tbody>
</table>
### Master of Education Without Teacher Certification - Elementary Education Without Thesis Program Requirements

All courses applicable to the program must be attained, at least 36 hours are required for the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5302</td>
<td>Cultural Diversity in Schools and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5338</td>
<td>Curriculum Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5345</td>
<td>Advanced Instructional Strategies for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5370</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5300</td>
<td>Foundations and History of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 5349</td>
<td>Educational Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5350</td>
<td>Assessment and Interpretation for Education Leaders</td>
<td>3</td>
</tr>
<tr>
<td>READ 5374</td>
<td>Reading Resources and Materials</td>
<td>3</td>
</tr>
<tr>
<td>READ 5375</td>
<td>Reading Research and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5312</td>
<td>Language and Social Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 5322</td>
<td>Teaching Mathematics and Science</td>
<td></td>
</tr>
<tr>
<td>Graduate-level content area courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>EDUC 5090</td>
<td>Education Comprehensive Examination</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 36

### Master of Education Without Teacher Certification - Special Education Without Thesis Program Requirements

All courses applicable to the program must be attained, at least 36 hours are required for the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5302</td>
<td>Cultural Diversity in Schools and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5338</td>
<td>Curriculum Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5345</td>
<td>Advanced Instructional Strategies for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5370</td>
<td>Techniques of Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5300</td>
<td>Foundations and History of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDTE 5349</td>
<td>Educational Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5350</td>
<td>Assessment and Interpretation for Education Leaders</td>
<td>3</td>
</tr>
<tr>
<td>READ 5374</td>
<td>Reading Resources and Materials</td>
<td>3</td>
</tr>
<tr>
<td>READ 5375</td>
<td>Reading Research and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5305</td>
<td>Introduction to Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5311</td>
<td>Behavioral Management in Special Education Environment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5313</td>
<td>Advanced Study of Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5315</td>
<td>Advanced Study of Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Graduate-level content area courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>EDUC 5090</td>
<td>Education Comprehensive Examination</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 36

### Master of Education Without Teacher Certification - Special Education With Thesis Program Requirements

All courses applicable to the program must be attained, at least 36 hours are required for the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5302</td>
<td>Cultural Diversity in Schools and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5338</td>
<td>Curriculum Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5345</td>
<td>Advanced Instructional Strategies for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5300</td>
<td>Foundations and History of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5302</td>
<td>Cultural Diversity in Schools and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5338</td>
<td>Curriculum Design and Implementation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 36

### Master of Education - Reading Specialist Certification Preparation Program Requirements

All courses applicable to the program must be attained, at least 36 hours are required for the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5300</td>
<td>Foundations and History of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5302</td>
<td>Cultural Diversity in Schools and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5338</td>
<td>Curriculum Design and Implementation</td>
<td>3</td>
</tr>
</tbody>
</table>
EDUC 5370  Techniques of Research  3
EDTE 5349  Educational Media and Technology  3
EDUC 5350  Assessment and Interpretation for Education Leaders  3
ENGL 5321  Psycholinguistics  3
READ 5373  Foundations of Reading  3
READ 5374  Reading Resources and Materials  3
READ 5375  Reading Research and Assessment  3
READ 5376  Organization and Administration of Reading Programs  3
READ 5391  Reading Practicum  3
EDUC 5090  Education Comprehensive Examination  0

Total Credit Hours  36

Education Courses

EDUC 1100. Learning Frameworks. 1 Credit Hour.
A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1300).

EDUC 1200. Learning Frameworks. 2 Credit Hours.
A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1300).

EDUC 1300. Learning Frameworks. 3 Credit Hours.
A study of the: research and theory in the psychology of learning, cognition, and motivation; factors that impact learning, and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as PSYC 1300).

EDUC 1301. Introduction to the Teaching Profession. 3 Credit Hours.
An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

EDUC 2301. Introduction to Special Populations. 3 Credit Hours.
(080) An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

EDUC 3300. World Regional Geography for Educators. 3 Credit Hours.
Examine practices for teaching World Regional Geography. Required for a Bachelor of Science degree in Interdisciplinary Studies and for teacher certification. Must be completed before students attempt the TExES, the teacher certification exam, and before student teaching.

EDUC 3310. Theories of Learning. 3 Credit Hours.
(WI) This course examines influential learning theories and the implications of these theories for educational practice. Survey of seminal theorists and their contributions to understanding how learning occurs and how learners develop and construct meaning to acquire knowledge and skills. This course should be taken in the first block of the teacher education program. Prerequisite(s): Admission to teacher education block 1.

EDUC 3315. Literacy Instruction for Bilingual Classroom. 3 Credit Hours.
Examine knowledge and skills required to teach limited English language learners, with an emphasis on program implementation, curriculum, materials, oral language, literacy development and assessment strategies. Spanish and English will be spoken in this class. Prerequisite(s): Passing scores on the BTLPT – Spanish (Bilingual Target Language Proficiency Test) – Spanish, EDUC 3325, EDUC 3320 and READ 3311.

EDUC 3320. Professional Development in Learner Centered Schools. 3 Credit Hours.
Examine students in learner centered schools. Study lesson planning, learning styles and strengths of diverse learners, learner-centered instructions, instructional strategies, lesson plans, TEKS educational equality, and the professional standards of educators. Technology lab and documentation of field experiences are required. Certification Fee - $150.

EDUC 3325. Fundamentals of Bilingual and English as a Second Language Education. 3 Credit Hours.
Examine history, philosophies, theoretical, and legal foundations regarding Bilingual/English as a Second Language education. Learn the knowledge and skills required to teach English Language Learners, with an emphasis on instructional strategies. Prerequisite(s): EDUC 3320.
EDUC 3330. Professional Development II: Effective Instruction. 3 Credit Hours.
Examine the relationship between the state-adopted curriculum, learner-centered proficiencies, and best practices. Study lesson cycles, models of learning, instruction, uses of technology, assessment, classroom management, micro-teaching and field experience. Classroom management lab and documentation of field experiences are required. Prerequisite(s): EDUC 3320 and admission to the Teacher Education Program.

EDUC 3340. Mathematics Instruction for Classroom Teachers. 3 Credit Hours.
Study for preservice educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching mathematics to diverse learners. Design responsive instruction appropriate for all learners which reflects an understanding of relevant mathematics content, promotes active engagement, and is based on continuous and appropriate assessment.

EDUC 3350. Science Instruction for Classroom Teachers. 3 Credit Hours.
Study for preservice educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching science to diverse learners. Design responsive instruction appropriate for all learners which reflects an understanding of relevant science content, promotes active engagement, and is based on continuous and appropriate assessment.

EDUC 3360. The Arts for Educators. 3 Credit Hours.
This methods course is concerned with providing experience for preservice educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching the arts to diverse learners. The students design responsive instruction appropriate for all learners which reflects an understanding of relevant music, art and theater content, promotes active engagement, and is based on continuous and appropriate assessment.

EDUC 3370. Instructional Strategies. 3 Credit Hours.
This course is designed to develop advanced strategies to identify readiness for learning; and to understand when and how to adjust content, process, or product in order to differentiate responsive instruction effectively. This course should be taken in the second block of the teacher education program. Certification Fee - $150. Prerequisite(s): Completion of teacher education block 1 with a minimum 2.75 GPA.

EDUC 3420. Instructional Planning and Delivery. 4 Credit Hours.
This course addresses the lesson cycle; instructional models; use of technology to enhance instruction; resources to plan, deliver and assess instruction; the role of assessment in driving instruction; Texas Essential Knowledge and Skills (TEKS) and the curricula scope and sequence. This course should be taken in the first block of the teacher education program. Prerequisite(s): Admission to teacher education block 1.

EDUC 3430. The Learner and the Learning Environment. 4 Credit Hours.
This course introduces various classroom organizational strategies, offers preservice teachers ideas for effective classroom management, and develops an understanding of the value of collaborating within the school community. The course addresses the creation of safe and supportive learning environments that foster high levels of student engagement and maximize student learning. This course should be taken in the first block of the teacher education program. Prerequisite(s): Admission to teacher education block 1.

EDUC 4304. Early Childhood Environments Professional Development III. 3 Credit Hours.
Study all aspects of classroom management, including the physical environment and use of centers for diverse groups of early elementary students. Examine current issues related to early childhood education. Demonstrate developmentally appropriate effective teaching practices in field-based setting. Prerequisite(s): Admission to the Teacher Education Program, Application for Practicum, READ 3330, EDUC 3325, EDUC 3330, EDUC 3340 and EDUC 3350; Concurrent enrollment in READ 4304, READ 4305 and EDUC 4320. Field experience fee $75.

EDUC 4305. Language Concepts and Proficiencies in a Bilingual Classroom. 3 Credit Hours.
Examine curriculum requirements as applicable to bilingual education, language concepts and proficiencies needed for teaching language arts, math, science, and social studies in bilingual classrooms. Evaluate commercial and research-based programs in order to adapt materials for students with varying degrees of language and literacy proficiency. Field experiences required. Prerequisite(s): Passing scores on the BTLPT – Spanish (Bilingual Target Language Proficiency Test-Spanish), EDUC 3325, EDUC 3315, READ 3311 and READ 3335.

EDUC 4312. Literacy Development II. 3 Credit Hours.
(WI) A field-based course surveying characteristics of the transitional/ independent literacy learner, methods of instruction for writing, strategy building, comprehension, vocabulary, word identification, utilizing the Texas Essential Knowledge and Skills. Examines typical/atypical reading development and strategies for assessing/addressing reading differences in individual learners. Explores structures and features of expository text including examination of supports and challenges within the text.

EDUC 4315. Elementary Curriculum, Assessment and Instruction. 3 Credit Hours.
Implement assessment-driven instruction and curricular design in interdisciplinary contexts. Apply knowledge of developmental stages, learner needs, and the stated expectations of TEKS in the core content areas to design, implement, and evaluate an interdisciplinary curriculum. Study effective teaching practices, problem based learning and technology applications. Pre-requisites EDUC 3320, EDUC 3330 and concurrent enrollment in EDUC 4304, READ 4304 and READ 4305.

EDUC 4317. Assessment & Interpretation for Secondary Teachers. 3 Credit Hours.
This course is for students seeking a secondary certification to examine technology driven design and implementation of data-driven instruction to include the implementation of effective assessments, student data collection, analysis, interpretation, and communication aligned to learning goals for a diverse student population. The objective of this course if for the secondary pre-service teachers to be able to demonstrate the ability to effectively collect, analyze and communicate student data for continuous teaching and learning for diverse students. Prerequisite(s): Admittance into the Teacher Education Program. Field Experience required. Field Experience Fee: $25.

EDUC 4320. Integrated Social Studies Methods, EC-8. 3 Credit Hours.
This methods course is concerned with providing experience for preservice educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching Social Studies through the integration of English Language Arts and Fine Arts. It correlates social studies content with the National Council of Social Studies Strands and disciplines and the Texas Essential Knowledge and Skills. This course should be taken in the third block of the teacher education program. Prerequisite(s): Prerequisite: Admission to teacher education program.
EDUC 4325. History for Educators. 3 Credit Hours.
This methods course is concerned with providing experience for pre-service educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching US, Texas and world history to diverse learners. The students design responsive instruction appropriate for all learners which reflects an understanding of relevant history content, promotes active engagement, and is based on continuous and appropriate assessment.

EDUC 4330. Professional Development III. 3 Credit Hours.
Field-based practicum experiences are required in school settings, where students plan units of instruction, examine various models of instruction, analyze classroom management strategies, and demonstrate competencies in effective teaching practices. Prerequisite(s): Admission to the Teacher Education Program, EDUC 3330 and READ 3335. Field experience fee - $75.

EDUC 4331. Curriculum & Instruction for Secondary Teachers. 3 Credit Hours.
The course will study lesson planning, lesson cycles, learning styles and strengths of diverse learners. Additionally, teacher candidates will explore learner-centered instruction and strategies, brain-based learning, cooperative learning, assessment, classroom management, integration of technology, and the state-adopted curriculum (TEKS). The teacher candidates will examine the relationship between the state-adopted curriculum, learner-centered proficiency, and best practices. Field experiences 25 hours are required as well as $25 field experience fee. Additionally, a fee of $150 is due for certification. Prerequisite(s): Admission to the Teacher Education Program.

EDUC 4332. Classroom Management for Secondary Teachers. 3 Credit Hours.
This course provides secondary educators with knowledge and skills to create safe, supportive, and respectful learning environments. Students will analyze classroom management strategies and examine various modes of instruction. An analysis of legal and ethical issues as they relate to the classroom are an important component of the course. Secondary students will have field-based experience based on in-school settings. Admission into the Teacher Education Program. Prerequisite(s): Admittance into the Teacher Education Program. Field Experience required. Field Experience Fee: $25.

EDUC 4335. Capstone for Educators. 3 Credit Hours.
Capstone is a culminating course designed for teacher candidates to synthesize their knowledge across the program through the development of artifacts that demonstrate effective integration of content understanding and pedagogical skills. The teacher candidates will analyze student learning and reflect on their teaching effectiveness in order to facilitate learning for all students. Prerequisite(s): Admission to the Teacher Education Program, successful completion of Content Certification Examination, and concurrent enrollment in Clinical Teaching (EDUC 4691).

EDUC 4337. Educating Secondary Exceptional Learners. 3 Credit Hours.
This course provides instruction in the historical, philosophical, and legal foundations of exceptional education as related to current issues and practices in educational settings. It comprises issues and trends that include transition – related instruction, postsecondary programs, and adaptability to and in secondary classrooms. Teacher candidates will develop an awareness of legal aspects of exceptional education as well as needs and services specific to students with specific needs in the secondary classroom. Prerequisite(s): Field experience required. Field experience fee $25.

EDUC 4340. Technology Application and Integration for Classroom Teachers. 3 Credit Hours.
Study for preservice educators to plan, organize, deliver, and evaluate instruction for diverse learners through the effective use and integration of current technology. Use of technology for ethical and professional communication with colleagues, community, and students. Prerequisite(s): Admission to Clinical Teaching; successful completion of designated content area Texas Examination of Educator Standards (TExES); concurrent enrollment in EDUC 4691 and EDUC 4335 or permission of department chair.

EDUC 4345. Mathematics & Science Methods in the Elementary Classroom. 3 Credit Hours.
This purpose of this course is to help preservice teachers discover how elementary children think and learn about mathematics. Examines the curriculum foundations and instructional methods for elementary mathematics. Building upon previous mathematical knowledge, and with a focus on supporting high quality mathematics education, this course provides resources and opportunities for experience with a number of instructional strategies and manipulatives. Science instruction focuses on the methods, materials and approaches for teaching science, including developmentally appropriate introductions to the physical, earth and life sciences. This course should be taken in the third block of the teacher education program. Prerequisite(s): Admission to teacher education program.

EDUC 4384. Classroom Teaching Internship. 3 Credit Hours.
Explore supervised field-based activities in public school classrooms. Major emphasis is placed on the development of instructional strategies and professional practices designed to improve teaching performance. May be repeated for credit. Prerequisite(s): Admission to the Teacher Education Program. Field experience fee - $75.

EDUC 4388. Education Problems. 1-3 Credit Hours.
Study of selected problems in education. Engage in independent research, reading and discussions under the personal direction of the instructor, topics may vary according to student need. Prerequisite(s): Junior or senior standing, admission to the Teacher Education Program and permission of Curriculum and Instruction Program Coordinator.

EDUC 4484. Field Experience. 4 Credit Hours.
Supervised field-based experiences in public school classrooms. Major emphasis is placed on the identification and exploration of instructional strategies, the learning environment, and professional practices designed to prepare for clinical teaching. This course should be taken in the third block of the teacher education program. Field experience fee: $75.00 Prerequisite(s): Admission to teacher education program.

EDUC 4691. Clinical Teaching. 6 Credit Hours.
Explore supervised clinical teaching in the public schools at the appropriate level (1-18). A demonstration of proficiency in the application of effective teaching practices and classroom management strategies is required. Prerequisite(s): Admission to Clinical Teaching and the successful completion of designated content area of the Texas Examination of Educator Standards (TExES); Concurrent enrollment in EDUC 4335 and EDUC 4340, * or permission of department chair. * 7-12 math students may take MATH 3315 in place of EDUC 4340. Field experience fee - $75.
EDUC 5090. Education Comprehensive Examination. 0 Credit Hours. Study and take the education examination for Non-thesis students. Register for the comprehensive examination during final semester of graduate coursework, or upon permission of advisor. All comprehensive examinations will be written, but an oral component may also be required. A maximum of three attempts will be allowed. Thesis student do not take this examination.

EDUC 5198. Education Thesis. 1-6 Credit Hours. Independent research course in which a student proposes and completes an original, quantitative research project. Scheduled when the student is ready to begin thesis. No credit awarded until proposal and thesis are complete. Prerequisite(s): Completion of all other coursework required for the degree and consent of the major professor or permission of department chair.

EDUC 5300. Foundations and History of Education. 3 Credit Hours. Examine history of education in the United States through a study of the philosophical, historical, psychological and social foundations of curriculum. Emphasis is on the development of a philosophy of education and critical thinking about issues in education. Students must complete this course within the first twelve semester hour of graduate study.

EDUC 5301. Readings in Professional Development. 3 Credit Hours. Examine current issues in the professional development of educators. Study models of professional development, impact of professional development on public school student achievement, effective evaluation of professional development, and identification of best practice in writing and evaluating research with an emphasis on literature reviews.

EDUC 5302. Cultural Diversity in Schools and Community. 3 Credit Hours. Examine various dimensions of culture related to teaching, learning, and support services in the community. Study ethnicity, socio-economic status, language, gender, religion, age, and exceptionality.

EDUC 5304. Human Development. 3 Credit Hours. Analyze human behavior with emphasis on the child, adolescent, and adult learner. Develop insight and social and cultural forces in the formation of personality, the self, and roles in group membership.

EDUC 5306. Adult Education. 3 Credit Hours. Examine philosophy and concepts of adult education including the role of the adult educator, setting of objectives, integration of adult learning with career goals or changes and assessment of educational needs of adults.

EDUC 5311. Methods of Effective Teaching. 3 Credit Hours. Study research on effective teaching practices with an emphasis on direct instruction. Learn mastery learning, assessment of learning and use of assessment to guide instruction. Apply technology and effective teaching practices to the design and delivery of instruction. Technology lab is required. Certification Fee - $150.

EDUC 5312. Language and Social Studies Seminar. 3 Credit Hours. Learn to teach Social Studies through the application of the writing process, reading/writing connections, and children's literature. Prerequisite(s): 18 hours of professional education course work.

EDUC 5314. Creating and Managing Learning Environment. 3 Credit Hours. Learn to create and maintain a positive learning environment. Study cultural dimensions of classroom management, motivating student achievement, fostering cooperation among students, reinforcing appropriate behavior, and ethics and law governing teacher-student relations. Apply teaching and classroom management practices in a clinical laboratory setting.

EDUC 5322. Teaching Mathematics and Science. 3 Credit Hours. Study methods and materials for the teaching of math and science. Emphasis will be on helping teachers become more effective in teaching math and science by developing questions, investigations, speculations, and explorations that reflect not only the content of each area of study, but the process involved in learning.

EDUC 5334. Curriculum for Early Childhood. 3 Credit Hours. Study early childhood education curriculum and practices. Examine current trends in early childhood curriculum with an emphasis on the modifications needed to ensure the success of all young children. Prerequisite(s): 18 hours of professional educational course work.

EDUC 5338. Curriculum Design and Implementation. 3 Credit Hours. Explore curriculum selection, design, implementation, and evaluation processes within the classroom and school district settings. Study factors that influence curriculum decision-making processes and a review of theories of curriculum development. Major emphasis on curriculum alignment and curriculum auditing.

EDUC 5340. Evidence Based Teaching. 3 Credit Hours. In this course, participants will learn about various instructional strategies to enhance learning experiences in education. The class will cover appropriate methods and techniques from basic principles of learning and brain-based/whole-brain techniques. The course will also foster the development of working skills needed in cooperative planning, selecting, and organizing teaching materials, utilization of the environment, individual and group guidance, and evaluation activities.

EDUC 5345. Advanced Instructional Strategies for Diverse Learners. 3 Credit Hours. Study appropriate methods and techniques from basic principles of learning. Develop working skills needed in cooperative planning, selecting, and organizing teaching materials, utilization of the environment, individual and group guidance, and evaluation activities.

EDUC 5350. Assessment and Interpretation for Education Leaders. 3 Credit Hours. Examine assessment as a process with emphasis on assessment of student achievement and on data interpretation for the purpose of improving instruction.

EDUC 5355. Effective Instructional Programs. 3 Credit Hours. Study research-based best instructional and curricular practices and the evaluation and enhancement of instructional and curricular programs related to identified best practices.

EDUC 5360. The Gifted Learner. 3 Credit Hours. Study characteristics and needs of gifted and talented students as they relate to both school and family settings. Different models and programs for gifted education will be studied. Formal and informal identification procedures will be examined in line with federal and state guidelines.

EDUC 5362. Creativity In the Classroom. 3 Credit Hours. Study theories and models of creativity. Emphasis will be given to identifying the creative potential of students in all classrooms. Examine and develop instructional processes which accommodate the needs of creative learners. Prerequisite(s): EDUC 5360.

EDUC 5364. Curriculum and Material Development For Gifted Learners. 3 Credit Hours. Study a comparison of regular and gifted curricula with a focus on developing an interdisciplinary curriculum for gifted learners. Examine and evaluate existing materials and equipment which support instruction for the gifted in both regular and special programs. Emphasis will be on developing and evaluating teacher constructed materials. Prerequisite(s): EDUC 5360.
EDUC 5366. Instruction and Evaluation For Gifted Learners. 3 Credit Hours.
Analyze methods of determining specific learning styles and talents, with emphasis placed on implementing appropriate instruction for programs. Learn methods and tools of informal and formal evaluation and assessment. Prerequisite(s): EDUC 5360 and EDUC 5364.
EDUC 5369. Education Seminar. 1-3 Credit Hours.
Presentation of project proposal, implementation, and conclusions. Must be repeated a minimum of 3 times for 1 hour credit each semester to complete masters project. Student must be continuously enrolled until the graduate project is completed.
EDUC 5370. Techniques of Research. 3 Credit Hours.
Explore fundamental concepts and tools of research applied to psychological and educational problems. Study rationale of research, analysis of problems, library skills, sampling, appraisal instruments, statistical description and inference, writing the research report, and representative research designs.
EDUC 5384. Teaching Internship. 3 Credit Hours.
Gain field-based experience in classroom teaching. Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a school classroom. Prerequisite(s): admission to a teacher certification program; satisfactory performance in the professional development courses preceding the internship. May be repeated for credit. Field experience fee - $75 or Internship fee - $1500 (effective fall 2016).
EDUC 5385. Teaching Internship II. 3 Credit Hours.
Explore a supervised field-based experience in classroom teaching. Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a school classroom. Prerequisite(s): Admission to a teacher certification program at TAMUCT; satisfactory performance in the professional development courses preceding the internship; Second semester Prerequisite(s): EDUC 5384. Field experience fee - $75 or Internship fee - $1500 (effective fall 2016).
EDUC 5388. Special Education Problems. 1-6 Credit Hours.
Study of selected problems in special education. Engage in independent research, reading and discussions under the personal direction of the instructor; topics may vary according to student need. Open to graduate students who are capable of developing a problem independently. Prerequisite(s): Graduate major in Education.
EDUC 5389. Special Topics In Education. 3 Credit Hours.
Examine different topics each semester with a focus on such subjects as the gifted student, the education of culturally disadvantaged, teacher evaluation, or other selected topics concerning the teaching/learning process. This course may be repeated for credit as topic changes. Prerequisite(s): Permission of instructor.
EDUC 5391. Gifted Education Practicum. 3 Credit Hours.
Supervise professional activities in gifted and talented programs. Students will be required to demonstrate competence in the process of delivering a synergistic gifted and talented program. Prerequisite(s): Successful completion of EDUC 5360, EDUC 5362, EDUC 5364 and EDUC 5366.

Reading Courses
READ 3301. Introduction to Children's Literature. 3 Credit Hours.
Study literature for children focusing on the use of classic and contemporary texts to promote interest, motivation, and critical reading skills for self-selected reading in the elementary student. Learn to use texts to emphasize literary genre, text structures, and literary devices as tools for making connections and meaning. Prerequisite(s): Required core ENGL classes for degree. Credit will not be granted for READ 3301 and ENGL 3350.
READ 3310. Foundations of Literacy. 3 Credit Hours.
This course provides an overview of foundational concepts, principles, and best practices related to the science of teaching reading. Includes a survey of the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. Presents the key scientifically-based reading research foundations needed to understand how reading develops from early childhood through adolescence. Prerequisite(s): Admission to teacher education block 1.
READ 3311. Literacy Development I. 3 Credit Hours.
This course addresses the theory and practice of teaching early reading. Takes into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Study characteristics of typical and atypical reading development in the emergent/early learner, explore materials, procedures, assessments and instructional methods. Prerequisite(s): Completion of teacher education block 1 with a minimum 2.75 GPA.
READ 3320. Fundamentals of Teaching Reading. 3 Credit Hours.
This course focuses on research-based competencies essential for effective literacy instruction. Surveys characteristics of normal reading development in the elementary through middle school learner; explores materials, procedures, assessment and instructional methods considered effective in teaching oral language, writing, strategy building for comprehension, vocabulary, and word identification.
READ 3330. Reading II: Assessment, Instruction and Reader Development. 3 Credit Hours.
This course explores the transitional and fluent literacy learner, methods of assessment and instruction for strategy building, comprehension, vocabulary, word identification, and TEKS/TAKS. Examine normal reading development, reading difficulties, strategies for assessing/addressing reading differences including diverse learner reading processes and development of literacy in English or ELL. Prerequisite(s): READ 3311 and Admission to the Teacher Education Program. Concurrent enrollment in EDUC 3330.
READ 3335. Content Area Reading. 3 Credit Hours.
This course focuses on content area reading and study specific instructional strategies which promote comprehension, vocabulary development, effective study strategies, and test-taking skills. Study ways to modify text for diverse learners and the principles of research-based reading instruction. Must be admitted to the Teacher Education Program.
READ 4304. Reading and Writing Across the Curriculum. 3 Credit Hours.
This course study instructional strategies for teaching the writing process in elementary and middle schools. Learn stages of the writing process, issues at the different grade levels, teaching with mini-lessons, early literacy, spelling, handwriting, developing listening skills, process writing, and the use of children’s literature to teach writing. Prerequisite(s): READ 3330 and EDUC 3330, and concurrent enrollment in READ 4305 and EDUC 4304 or EDUC 4330.
READ 4305. Implement Classroom Reading Instruction. 3 Credit Hours.
Study state and national reading initiatives, approaches to teaching reading, procedures for organizing the elementary and middle school classrooms for reading instruction, research on effective reading-writing instruction, and roles of school personnel and parents in the school reading program. Prerequisite(s): READ 3330 and EDUC 3330, and concurrent enrollment in READ 4304 and EDUC 4304 or EDUC 3330, or permission of department chair.

READ 4312. Literacy Development II. 3 Credit Hours.
(WI) A field-based course surveying characteristics of the transitional/independent literacy learner, methods of instruction for writing, strategy building, comprehension, vocabulary, word identification, utilizing the Texas Essential Knowledge and Skills. Examines typical/atypical reading development and strategies for assessing/addressing reading differences in individual learners. Explores structures and features of expository text including examination of supports and challenges within the text. Prerequisite(s): Admission to teacher education program.

READ 4313. Analysis and Response. 3 Credit Hours.
(WI) This course examines the foundational concepts, principles and best practices relating to assessment, utilizing a variety of evaluation and assessment tools. Students will analyze assessment data related to literacy development in order to plan appropriate instruction for typical/atypical learners. In-depth analyses are prepared to communicate student literacy outcomes to various audiences. Prerequisite(s): Admission to teacher education program.

READ 5370. Literacy Development. 3 Credit Hours.
Analyze models of the reading and writing processes. Emphasis on characteristics of emergent, early, transitional and fluent literacy, instructional strategies in reading and writing, phonics instruction and strategies for teaching English language learners, and the essential knowledge and skills in the language arts curriculum. Prerequisite(s): admission to the teacher certification program.

READ 5371. Advanced Strategy for Literacy Development. 3 Credit Hours.
Study research in literacy development from early childhood through adulthood. Learn to develop research-based literacy programs from early childhood through adulthood, apply informal diagnostic and remedial procedures for English language learners, elementary, secondary and adult readers, and survey print and non-print materials, including textbooks, trade books and computer software. Prerequisite(s): admission to the teacher certification program.

READ 5372. Language Arts. 3 Credit Hours.
Examine research and strategies for implementing the reading/writing process in classrooms. Explore integrated curriculum, the use of children's literature, classroom management and organization, evaluation, working with diverse learners, and developing support networks. Prerequisite(s): READ 5373 or 9 hours of undergraduate READ courses or permission of department chair.

READ 5373. Foundations of Reading. 3 Credit Hours.
Examine theoretical models of the reading process, historical perspectives on reading instruction, and language learning. Develop an understanding of the construction of reading theory and its relationship to instructional practices. Prerequisite(s): Elementary, secondary, or all-level certification or permission of department chair.

READ 5374. Reading Resources and Materials. 3 Credit Hours.
Study print and non-print materials including content-area textbooks, trade books, and computer software. Evaluate materials and application of reading principles to instruction in content areas. Prerequisite(s): READ 5373 or 9 hours of undergraduate READ courses or permission of department chair.

READ 5375. Reading Research and Assessment. 3 Credit Hours.
Examine methods and techniques employed in reading research and assessment. Review research and the development, implementation, and dissemination of classroom research. Explore the application of appropriate diagnostic and correctional procedures for elementary, secondary, and adult learners having difficulty reading. Prerequisite(s): READ 5373 or 9 hours of undergraduate READ courses or permission of department chair.

READ 5376. Organization and Administration of Reading Programs. 3 Credit Hours.
Study state laws, trends and issues related to the administration of reading programs. Examine instructional issues and reading programs for pre-K through adult learners, censorship issues, textbook/test adoption procedures, roles and responsibilities in the reading program, staff development, and change strategies. Prerequisite(s): READ 5373 or 9 hours of undergraduate READ courses or permission of department chair. Certification Fee - $150.

READ 5388. Reading Problems. 1-3 Credit Hours.
Study of selected problems in reading. Engage in independent research, reading and discussions under the personal direction of the instructor, topics may vary according to student need. Prerequisite(s): Permission of department chair.

READ 5391. Reading Practicum. 3 Credit Hours.
Apply knowledge gained in previous Reading Specialist certification courses. Practicum candidates will be directly involved in providing 180 clock hours of reading services to students in a local public or private school setting, and will document expertise and experience in all four Standards. Prerequisite(s): READ 5373, READ 5374, READ 5375, READ 5376 and ENGL 5321; two years of creditable classroom teaching experience. Field experience fee - $75.

Special Education Courses
SPED 3361. Survey Exceptional Learners. 3 Credit Hours.
Study characteristics and educational programs for individuals with disabilities. Examine the legislation and litigation related to special education and the referral, diagnosis, and placement of exceptional learners. A field experience is required. Co-requisite: Passing score on the THEA, ACCUPLACER, COMPASS, or ASSET.

SPED 4362. Special Education Rules and Regulations for Teacher. 3 Credit Hours.
Analyze laws and litigation that affect the education of students with disabilities. Examine procedures pertinent to teachers providing special education services such as federal and state regulations, IEPs, and the development of basic instructional plans. Field experience required. Prerequisite(s): SPED 3361.

SPED 4363. Teaching Learners with Learning Disabilities. 3 Credit Hours.
Analyze laws and litigation that affect the education of students with disabilities. Examine procedures pertinent to teachers providing special education services such as federal and state regulations, IEPs, and the development of basic instructional plans. Field experience required. Prerequisite(s): SPED 3361.
SPED 4364. Teaching Learners with Developmental Disabilities. 3 Credit Hours.
Study the etiology and characteristics associated with deficits in development. Examine effects of developmental disabilities in the areas of language acquisition and physical, social and emotional functioning. Explore methods for teaching functional academic skills, communication skills and life management skills, working with parents, paraprofessionals and related service personnel, community based instruction and vocational planning. Field experience required. Prerequisite(s): SPED 3361.

SPED 4365. Behavioral Management for the Classroom. 3 Credit Hours.
Explore managing a classroom that includes students with disabilities. Study positive interpersonal relationships in the classroom, increasing student motivation and learning, minimizing disruptive behavior, behavioral management strategies, curriculum adaptations, crisis management and behavior management theories and strategies. Also study typical associations associated with emotional disabilities and identification procedures utilized. Field experience required. Prerequisite(s): SPED 3361.

SPED 4366. Curriculum Modifications and Accommodations for General Education. 3 Credit Hours.
Study methods and approaches for adapting educational processes for students with disabilities. Emphasis on specialized teaching methods, preparation of materials, use of technology for adapting instruction and developing modifications and accommodations for the general education curriculum. Field experience required.

SPED 4367. Programs For Young Children with Disabilities. 3 Credit Hours.
Study young children with disabilities from birth to 6 years old, with an emphasis on the techniques for implementing programs to meet the needs of the child and the family. Learn early intervention, medical intervention, and public school educational programming for at-risk infants, toddlers, and young children, as well as parent involvement models to promote optimum parent-child and parent-professional relationships. Special emphasis on recent research related to early childhood special education. Field experience required. Prerequisite(s): SPED 3361.

SPED 4383. Teaching Learners with Learning and Behavior Anomalies. 3 Credit Hours.
Learning disabilities, emotional disturbances, and behavior management are investigated as intertwining educational divisions. Histories, definitions, etiologies, and characteristics are examined in conjunction with teaching methods for academics and social skills as well as effective inclusive practices. Strategies for successful collaboration with parents and various educators are explored. Field experience is required. Prerequisite: SPED 3361.

SPED 4388. Special Education Problems. 1-3 Credit Hours.
Study of selected problems in special education. Engage in independent research, reading and discussions under the personal direction of the instructor, topics may vary according to student need. Prerequisite(s): Junior or senior standing and admission to the Teacher Education Program and permission of the instructor and Curriculum and Instruction Program Coordinator.

SPED 5305. Introduction to Exceptional Learners. 3 Credit Hours.
Study learner characteristics and an examination of instructional techniques that promote academic, personal, and social growth in exceptional learners also examination of the process and procedures relating to the services provided to learners with disabilities. Prerequisite(s): 18 hours of professional education, certification, or admission to the graduate teacher certification program.

SPED 5311. Behavioral Management in Special Education Environment. 3 Credit Hours.
Study characteristics of students with emotional disabilities, including the application of behavioral management strategies appropriate for students with emotional and behavioral disabilities. Engage in functional assessments of behavior, development of behavior intervention plans, strategies for teaching appropriate behavior, crisis management strategies, and integrating behavior management with instructional programs in school, community and home settings. Prerequisite(s): Admission to the graduate teacher certification program.

SPED 5313. Advanced Study of Learning Disabilities. 3 Credit Hours.
Study research on learning disabilities, including causation, diagnosis and educational programming. Learn methods for teaching students with learning disabilities, adapting general education classrooms to accommodate the inclusion of students with learning disabilities, and collaboration with parents, paraprofessionals and general education teachers. Prerequisite(s): Admission to the graduate teacher certification program.

SPED 5315. Advanced Study of Developmental Disabilities. 3 Credit Hours.
Study research-based instructional methods appropriate for students with developmental disabilities. Learn assessment and teaching of functional academic skills, life management and communication skills, collaborating with parents, paraprofessionals, general education teachers and related service providers, community-based instruction, and vocational planning and preparation. Prerequisite(s): Admission to the graduate teacher certification program.

SPED 5325. Appraisal Exception for Learners. 3 Credit Hours.
Analyze standardized assessments of the academic achievement of students referred for or currently receiving special education services, administer, score, analyze, report and plan programs according to results. Prerequisite(s): PSYC 5301 or concurrent enrollment or permission of Curriculum and Instruction Program Coordinator.

SPED 5327. Teaching Students with Severe and Profound Disabilities. 3 Credit Hours.
Study definitions, characteristics, and instructional techniques for students with severe and profound disabilities, including functional assessment, applied behavioral analysis, Individualized Education Program (IEP) goals and objectives, and transition and placement issues. Prerequisite(s): SPED 5305 or permission of Curriculum and Instruction Chair.

SPED 5328. Case Management Education Diagnosticians. 3 Credit Hours.
This course addresses state and federal laws that affect the diagnosis, placements, and programs for students with disabilities and the diagnostician's role and responsibilities as compliance officers. Enrollment limited to students admitted to the Diagnostician Certification Program or permission of Curriculum & Instruction Program Coordinator. Prerequisite(s): SPED 5325.
SPED 5329. Assessing Cognitive Abilities. 3 Credit Hours.
Standardized assessment of the cognitive and adaptive behavior abilities of exceptional students. Includes test administration, scoring, analysis, and program planning. Prerequisite(s): PSYC 5381 or permission of Curriculum & Instruction Program Coordinator.

SPED 5384. Special Education Teaching Internship. 3 Credit Hours.
A supervised, field-based experience in a special education classroom. Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a school classroom. Prerequisite(s): admission to a teacher certification program at TAMUCT; satisfactory performance in the professional development courses preceding the internship. May be repeated for credit. Field experience fee $75.

SPED 5385. Education Diagnostician Internship. 3 Credit Hours.
Supervised professional activities for persons preparing for certification as an educational diagnostician. Professional activities will include test administration, scoring, analysis, diagnosis, report writing, and program planning. Interns will be required to demonstrate competence in the performance of professional duties as an educational diagnostician. A minimum of 300 hours of documented related professional activities will be required. Prerequisite(s): SPED 5305, SPED 5325 and SPED 5329 or permission of Curriculum & Instruction Program Coordinator. Field experience fee: $75.

SPED 5388. Special Education Problems. 1-3 Credit Hours.
Open to graduate students who are capable of developing a problem independently. Problems are chosen by the student and approved in advance by the instructor and Division Director. Prerequisite(s): Full admission to the Graduate School and a graduate degree or certification program.