Department of Curriculum and Instruction

Purpose and Goals

The Department of Curriculum and Instruction aims to provide regional, national, and international leadership in studying and improving teaching and learning in diverse educational settings. The Whitlowe R. Green College of Education's conceptual framework model, Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P), supports the teacher education unit's major goals. E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education. This conceptual framework constitutes a commitment by the College to develop and prepare candidates:

- As problem solvers, critical thinkers, and decision-makers;
- As reflective and continual learners who utilize effective teaching practices;
- As facilitators of student growth and development, by precept and example; and
- As educators with an understanding and appreciation of human diversity and global awareness.

E-FOLD-P also represents the College's dedication to preparing candidates who are technologically literate and integrating technology into their students' learning environments.

Curriculum and Instruction Program Goals

The Department of Curriculum and Instruction addresses its purpose through three interrelated efforts: research, the preparation of teaching/practitioner professionals, and service. In carrying out these efforts, the faculty shares the goals to:

1. Generate, disseminate, and apply new knowledge about teaching, learning, and performance, which includes technological innovations, in various educational settings;
2. Identify the factors and features that contribute to the design and implementation of effective professional preparation programs in education;
3. Provide exemplary initial preparation and continuing education programs for teachers/specialists in the traditional major academic content areas and selected related areas central to the operation of effective schools;
4. Provide the opportunities for advanced-level students in selected specialized areas to become highly competent scholar-researchers and scholar-practitioners;
5. Identify, disseminate, and apply universal design principles for learning in data collection, analysis, and utilization for academic enhancements.
6. Contribute to the educational development of the school-aged, university, and adult students in the region through a variety of direct instructional programs; and
7. Enhance that development further by contributing to the design and implementation of exemplary school-based programs through the College of Education-School-Community partnerships.

Field Observation Requirements within Professional Education Courses

According to current program testing policy, all teacher candidates **must pass** the appropriate State Content Certification examination before enrolling in the first six hours of the Professional Education 4000 level courses, CUIN 4310 and CUIN 4311. All teacher candidates must complete the sequence of courses and required field experience hours before admission to the final six hours of clinical teaching. Additionally, all teacher candidates **must pass** the Professional Pedagogy examination before enrolling in the last six hours of the professional 4000 level courses, CUIN 4310 and CUIN 4311. There is a planned sequence of field experiences in elementary and secondary school classrooms within all professional education courses, beginning with the 3000-level courses below.

Professional Education Courses

CUIN 3300	Educational Foundations	3
CUIN 3301	Educational Psychology	3
CUIN 4310	Instructional Planning and Assessment	3
CUIN 4311	Instructional Methodology and Classroom Management	3

Clinical Teaching Expectations

All major and professional education courses must be completed before admission to the last six hours of the professional 4000-level courses. Candidates have the option to participate in a year-long residency clinical program route to certification or participate in a traditional clinical route to certification; please see your advisor for information. Candidates enrolled in the last six hours of professional 4000-level courses must be prepared for an all-day assignment to a campus five days per week.

Honor Societies and Professional Organizations

The Department of Curriculum and Instruction has the following professional organizations and honor societies.

Chi Epsilon Alpha **(XEA)** is a campus recognized organization designed especially for students who desire to become teachers. XEA focuses on community outreach through teaching and professional development in the educational arena.

Kappa Delta Pi **(KDP)** is an international honor society in education. Membership is by invitation to juniors with a 3.00 grade point average.

Requirements for a Minor in Special Populations

SPED 3300	Introduction to Exceptional Children	3
SPED 3301	Psychology of Cognitive Disorders	3
SPED 4300	Psychology of Behavior Disorders	3
SPED 4301	Language and Communication Problems	3
SPED 4302	Psychometrics for Exceptional Children and Youth	3
Advised Electives: 3000 or 4000 level Education Related Course.		3
Total Hours		**18**

Requirements for a Certificate in Early Childhood Education Leadership and Policy

ADMN 5300	Fundamentals of School Administration	3
ECED 5353	Seminar in Early Childhood Education	3
ECED 5303	Development of the Young Child	3
ADMN 5305	Management of Special Programs	3
ECED 5311	Leveraging, Supervising, and Leading Early Childhood Teams	3

Curriculum Instruction Courses

CUIN 3300 Educational Foundations: 3 semester hours.
An examination and study of the structure, culture and organization of the American public school and its curriculum. The course requires field-based experiences.

CUIN 3301 Educational Psychology: 3 semester hours.
An examination and study of human growth and development and principles of assessing/evaluating students' educational progress. The course requires field-based experiences.

CUIN 3699 Independent Study: 1-6 semester hour.
Reading, research, and/or field work on selected topics.

CUIN 4122 TExES Prep-Hist/Social Studies: 1 semester hour.
This course is designed to help students prepare to take the Texas Examination of Educator Standards (TExES) in History/Social Studies. Study of socials studies curriculum, materials, and selected instructional strategies. This course is typically taken the semester before Student Teaching, or during the junior or senior year after admission to College of Education and those who are doing alternative certification.
Prerequisites: HIST 1313 or HIST 1301 and (HIST 1323 or HIST 1302) and (HIST 1333 or HIST 2301) and (POSC 1113 or POSC 2305) and (POSC 1123 or POSC 2306).

CUIN 4300 Instructional Planning and Assessment: 3 semester hours.
Instruction and practice in planning instructional lessons. Developing and applying teacher-made tests to assess secondary student progress. The course requires field-based experiences.

CUIN 4301 Instructional Methods and Classroom Management: 3 semester hours.
Instruction and practice using various teaching strategies and management techniques for the secondary classroom. The course requires field-based experiences.

CUIN 4310 Instructional Planning and Assessment: 3 semester hours.
Instruction and practice in planning instructional lessons, developing and applying teacher-made tests to assess elementary students' progress. The course requires field-based experiences.
Prerequisites: (CUIN 3300 or CUIN 3003) and (CUIN 3301 or CUIN 3013).

CUIN 4311 Instructional Methodology and Classroom Management: 3 semester hours.
Instruction and practice using various teaching strategies and management techniques for the elementary classroom. The course requires field-based experiences.
Prerequisites: (CUIN 3300 or CUIN 3003) and (CUIN 3301 or CUIN 3013).

CUIN 4340 Student Teaching/Elementary I: 3 semester hours.
Supervised practicum experiences in a field setting devoted to elementary instruction. Required of students seeking additional teacher certification in an area of specialization and/or All-Level certification.
Prerequisites: CUIN 4310 or CUIN 4103 and (CUIN 4311 or CUIN 4113).

CUIN 4343 Student Teaching/Early Childhood Education: 3 semester hours.
Supervised practicum experiences in a field setting devoted to early childhood classroom instruction
Prerequisites: CUIN 4310 or CUIN 4103 and (CUIN 4311 or CUIN 4113).

CUIN 4344 Student Teaching/Special Education: 3 semester hours.
Supervised practicum experiences in a field setting devoted to special education classroom instruction.
Prerequisites: CUIN 4310 or CUIN 4103 and (CUIN 4311 or CUIN 4113).

CUIN 4381 Student Teaching Secondary - All Level: 3 semester hours.
Supervised practicum experiences in a field setting devoted to secondary education. Required of students seeking All-Level certification.
Prerequisites: CUIN 4310 or CUIN 4103 and (CUIN 4311 or CUIN 4113).

CUIN 4641 Student Teaching/Elementary II: 6 semester hours.
Supervised practicum experiences in a field setting devoted to elementary education classroom instruction. Required of students seeking only teacher certification in elementary education.
Prerequisites: CUIN 4310 or CUIN 4103 and (CUIN 4311 or CUIN 4113).

CUIN 4682 Student Teaching Secondary II: 6 semester hours.
Supervised practicum experiences in a field setting devoted to secondary education classroom instruction. Required of students seeking only one teacher certification in secondary education.
Prerequisites: CUIN 4310 or CUIN 4103 and (CUIN 4311 or CUIN 4113).

CUIN 4699 Independent Study: 1-6 semester hour.
Reading, research, and/or field work on selected topics.

CUIN 5300 Foundations of Secondary Schools of the State and Nation: 3 semester hours.
A university based course designed with a field component for graduate students seeking initial certification in secondary education. The course focuses on the internal and external factors which contribute to school culture. The student studies how teacher-teacher relationships, teacher- pupil relationships, and school-home relationships impact student learning. The student also investigates the requirements, expectations, and constraints associated with teaching in Texas and understands his or her role in operating effectively as a teacher in Texas.

CUIN 5301 Developmental Characteristics of Secondary School Youth: 3 semester hours.
A university based course designed with a field component for graduate students seeking initial certification in secondary education. The course focuses on the developmental characteristics of secondary school youth which can have an impact on the accomplishment of learner outcomes. Contemporary models of human growth and development are investigated with emphasis being placed on individual differences in physical, emotional, social and intellectual growth. An analysis of the needs of students with differences in culture, learning styles, self-concept, values, and family/peer/school relationships is accomplished.

CUIN 5302 Strategies for Planning and Assessing Instruction: 3 semester hours.
A proficiency-driven course designed with a field component for graduate students seeking initial certification in secondary education. The course focuses on strategies documented as effective in planning learner centered instruction for students representing various learning levels/styles. Informal and formal assessment strategies which are designed to determine the degree to which learners are accomplishing in predetermined objectives are also analyzed. During the field experiences the student demonstrates that he/she can utilize the strategies in constructing learner centered lesson plans and assessment tools.
Prerequisites: (CUIN 5300 or CUIN 5003) and (CUIN 5301 or CUIN 5013).

CUIN 5303 Research-Based Methods for Classroom Instruction and Management: 3 semester hours.
A proficiency-driven course designed with a field component for graduate students seeking initial certification in secondary education. The course focuses on effective teaching practices which have been documented as effective in creating a positive learner centered environment, managing individuals and groups through the learning process, and utilizing instructional strategies which maximize student participation in the learning process. During field experiences, the student demonstrates having the ability to utilize pre -planned strategies with students representing varying learning levels/ styles.

Curriculum Courses

CURR 1100 Effective Learning: 1 semester hour.
The course content is divided into a four-part model (the Effective Learning Model) consisting of self assessment, cognitive theories, self-regulation and strategies for self-change. Each part overlaps the other to form a strong framework to foster the student's understanding of the learning process and to help students maximize their learning potential.
Prerequisites: CURR 1300 or CURR 1013.

CURR 1300 Principles of Effective Learning: 3 semester hours.
A study of the research and the theory in the psychology of learning, cognition, motivation, as well as the factor that influence learning, and the application of learning strategies. Theoretical model of strategic learning, cognition, and motivation serves as the conceptual basis for instruction. The course content is divided into four-part model (the Effective Learning Model) consisting of self-assessment, cognitive theories, self-regulation, and strategies for self-change.

CURR 1303 Prior Learning Assessment Theory and Practice: 3 semester hours.
This course is designed to assist students in identifying area of learning that may be evaluated for college-level credit equivalency. The course guides students through the preperation and compilation of all components required for the evaluation of a portfolio of prior learning. Students will use critical reflection skills to conceptualize the value of prior learning and its implications for future learning. Adult learning theory, models, and concepts are discussed and applied to case studies. Admission to course requires permission from Department Head and Learning Counts Coordinator.
Prerequisites: ENGL 1301 or ENGL 1123 and (ENGL 1302 or ENGL 1133).

CURR 2101 Step 1: Inquiry Approaches to Teaching: 1 semester hour.
STEM teaching is explored in this course through the introduction to the theory and practice of inquiry-based science and mathematics lesson planning. Students experience planning and implementation of lessons through designing and preparing them for elementary school settings.

CURR 2102 Step 2: Inquiry-Based Lesson Design: 1 semester hour.
STEM teaching is further explored in this course by building upon and practicing inquiry-based lesson design and questioning skills that were developed in Step 1 and experiencing teaching with technology through demo lessons. Students become familiar with the middle school setting by observing and discussing the middle school environment and by teaching lessons to middle school students.
Prerequisites: CURR 2101.

CURR 2300 Global Influences on Teacher Education: 3 semester hours.
Introduction to teacher education from a global community perspective through exploration of societal influences on education.

CURR 3325 History and Social Studies Methods: 3 semester hours.
This course focuses on 1) the mastery of historical facts related to US, world, and Texas histories, 2) understanding the various teaching methods used in the social studies classroom, and 3) the development of lesson plans for the EC – 6, and 4-8 Social Studies classrooms. The student will also be introduced to the social studies standards of the Texas Essential Knowledge and Skills (TEKS) for licensure in Texas public schools.
Prerequisites: (HIST 1313 or HIST 1301) and ((HIST 1323 or HIST 1302) or (HIST 1333 or HIST 2301)) and (POSC 1113 or POSC 2305) and (POSC 1123 or POSC 2306).

CURR 3326 Methods of Teaching Science: 3 semester hours.
Science course designed for prospective teachers to develop competence and confidence needed to teach science in K-12 classrooms. This competence involves a level of understanding of the subject matter and pedagogical best practices that include the use of 5E Model lesson planning and implementation. The focus will be on teaching and learning science in the K-12 classroom through the integration of science content, differentiation strategies and assessment tools. As a capstone project, Students will be expected to demonstrate science content knowledge through a 5EModel science lesson designed and taught to students.

CURR 3327 Science for Teachers: 3 semester hours.
This course is designed for K-12 pre-service educators to review physical, life, environmental and earth science to address the TEA content examination in Science. It is designed to hone the science skills so teachers are competent and confident in the instruction of these topics.

CURR 3699 Independent Study: 1-6 semester hour.
Readings, research and/or field work on selected topics.

CURR 4101 Science Special Topics: 1 semester hour.
Course designed to mentor students in science competitions and/ or conference preparation, manuscript, publications or Content exam preparation. As a second focus, students will be mentored to participate and compete in STEM related competitions for College students. This course may be used to provide individualized preparation for any science content examinations required by the Texas Education Agency.

CURR 4102 Global Teacher Education Study Abroad: 1 semester hour.
This course will provide an enriching opportunity for teacher educators to develop both pedagogical skills and cultural competence. By engaging in cross-cultural immersion, participants will engage in practical experiences that include lesson planning, teaching, and interacting with students from diverse backgrounds. These are essential for preparing educators to thrive in increasingly multicultural classrooms and educational systems.

CURR 4301 Historical Perspectives on Science and Mathematics: 3 semester hours.
This course explores a selection of topics and episodes in the history of science and mathematics. It illustrates how knowledge has often emerged through tortuous struggles, against obstinate resistance, and within cultural, religious, and social structures. Students are brought to understand that science is not merely a body of facts, theories, and techniques; it involves diverse processes by which it is continually generated and reformulated. This course prepares future teachers to broaden their approach to mathematics and science instruction so that they might captivate and retain the interest of all students.

CURR 4399 Independent Study: 0-3 semester hour.
Readings, research and/or field work on selected topics.

CURR 4699 Independent Study: 1-6 semester hour.
Readings, research and/or field work on selected topics.

CURR 5300 Theory and Dynamics of Curriculum and Instruction: 3 semester hours.
A curriculum of theoretical and logical structures that exceeds the essential elements and promotes higher thinking skills, explores consideration of implications for bilingual, migrant and exceptional education. Expands integration of technology in influencing implementation, planning and evaluation of curriculum at all levels of teaching.

CURR 5350 Curriculum Evaluation: 3 semester hours.
An examination of the several procedures used to evaluate curricular materials and development activities. Formative and summative evaluation methodologies are compared and contrasted and the consequences of model evaluative systems demonstrated.

CURR 5399 Independent Study: 3 semester hours.
Readings, research, and/or field work on selected topics.

Early Childhood Ed Courses

ECED 3300 Introduction to Early Childhood: 3 semester hours.
Historical, philosophical, and social foundations of early childhood years to include: understanding the principles of underlying social and emotional developments of the young child and the nature of the learner. Observation is included.

ECED 3301 Health/Motor/Physical Development: 3 semester hours.
Fundamentals of health/motor/physical stages and characteristics of development in early childhood with emphasis on health problems common during early childhood; health and safety practices for young children; includes special needs related to young children.

ECED 3699 Independent Study: 1-6 semester hour.
Reading, research, and/or field work on selected topics.

ECED 4300 Communication and Language Development: 3 semester hours.
An overview of theories related to language development and communication usage to demonstrate diverse patterns of verbal and nonverbal communication in the development of the young child.

ECED 4301 Young Child/Cognitive Development: 3 semester hours.
An examination of theories and models in the development of cognition to include stages of development and their characteristics; special needs related to cognition and implications for young children.

ECED 4302 Program Organization: 3 semester hours.
A survey of programs for young children to include criteria for the selection and evaluation of the physical environmental needs of children; emphasis will be placed on legislation and public policy as it affects the school, children and their families.

ECED 4311 Instructional Strategies: 3 semester hours.
A study of instructional strategies for teaching content to include methodology, setting goals/objectives, evaluating, and creating a conducive learning environment. Emphasis will be placed on alternative instructional strategies and procedures. (15 clock hours of simulated and practical experiences included).

ECED 4312 Clinical Experiences: 3 semester hours.
Field-based experiences involving young children in a classroom setting to include 45 clock hours of classroom observation, recording behavior, planning activities, providing for individual needs, working with other professionals, understanding conference techniques, and professional ethics.

ECED 4699 Independent Study: 1-6 semester hour.
Reading, research, and/or field work on selected topics.

ECED 5300 Fundamentals of School Administration: 3 semester hours.
A study of educational administration, basic concepts of administrative theory and practice, and the relationship of administrative practice to school organization and control.

ECED 5301 Fundamentals of Administration and Organizational Change: 3 semester hours.
This course is a study of early childhood educational administration, basic concepts of administrative theory and practice, and the relationship of administrative practice to preschool organization and control.

ECED 5304 Maximizing Fiscal and Operational Resources: 3 semester hours.
Policy research and analysis are key components in each stage of the policy cycle design, enactment, implementation, and evaluation. Theory plays a prominent role in identifying logic, values that underpin how policy is understood and supported by analysts and researchers.

ECED 5311 Leveraging, Supervising, and Leading Early Childhood Teams: 3 semester hours.
This course examines the study of theories to provide the lens through which to understand the central questions, logics, and values that underpin how policy is understood and supported by analysts and researchers. Throughout the course, theory will be applied to real-world examples, providing concrete opportunities to examine different, sometimes competing, analytic approaches and the contexts in which they are applied for leveraging, supervising, and leading in early childhood.

ECED 5354 Critical Issues in Early Childhood Practices and Policy: 3 semester hours.
The course focuses on the practice of early childhood education and care (ECEC), as well as the role of families and policymakers in altering practices and policies.

ECED 5360 Early Childhood Leadership in Policy Internship: 3 semester hours.
Field-based and seminar experiences are designed to provide on-site school- and policy-related activities and the analysis of actual situations and problems to discern the elements most necessary for preparing individuals to fill early childhood policy roles.

Education Foundations Courses

EDFN 5310 Foundations of Educational Research: 3 semester hours.
Basic concepts of research design, strategies of experimental, historical and descriptive research, and basic statistical procedures are introduced.

EDFN 5311 Psychology of Learning and Development: 3 semester hours.
An analysis of mental processes involved in learning the developmental relationship of these processes. In-depth study of major theories which relate learning, development, and physiology.

EDFN 5312 Socio-Cultural Issues in Education and Society: 3 semester hours.
An analysis of historical, philosophical, and multi-cultural issues in American education and their implications for the setting of standards that govern educational policy and practice.

EDFN 5314 Advanced Educational Statistics: 3 semester hours.
Computer applications and Statistical used in educational measurement and research design, analysis of variance, and introduction to non-parametric statistics.

EDFN 5360 Quantitative Research Design and Analysis: 3 semester hours.
Examines advanced competencies to conceptualize, design, execute, analyze, report, and publish quantitative research that delivers new and useful knowledge. Course content will balance research theory and computer-based tools with applications to real world problems.

EDFN 5361 Qualitative Research Design and Analysis: 3 semester hours.
An introductory course intended to provide a broad understanding of the foundations, purposes, and principles of qualitative research in education, as well as an introduction to a variety of qualitative research designs, data collection methods, and analysis strategies.

EDFN 5390 Thesis Research: 3 semester hours.
Selection, preparation, and presentation of a research proposal for purposes of completing thesis requirement.

EDFN 5392 Master's Seminar: 3 semester hours.
Investigation and analysis of research in the field of curriculum and instruction. Major paper a requirement for this course.
Prerequisites: EDFN 5310 or EDFN 5103.

Reading Courses

RDNG 0010 Reading Basics Lab: 0 semester hours.
This is a basic reading course designed to improve students' overall basic reading and critical reading skills. Emphasis is on reading comprehension, vocabulary development, study techniques, and critical thinking skills. Classroom instruction is enhanced by required lab-based activities.

RDNG 3360 Evaluation of Reading Performance: 3 semester hours.
Application of basic measurement and evaluation techniques to reading performance.

RDNG 3361 Language Arts: 3 semester hours.
Highlights conditions necessary for children's best development in the language arts; materials and procedures for improving the quality of instruction. This course will emphasize oral and handwritten expression, listening, spelling, and handwriting.

RDNG 3362 Linguistics in Reading Instruction: 3 semester hours.
A study of the relationships between language dialect, linguistics phonics, and reading. Applications of linguistics to reading.

RDNG 3364 Methods of Teaching Elementary Reading: 3 semester hours.
Analysis of various approaches and methods used in teaching reading in the elementary grades.

RDNG 3699 Independent Study: 1-6 semester hour.
Readings, research, and/or field work on selected topics.

RDNG 4363 Developmental Reading: 3 semester hours.
Strategies for sequential skills development in basic reading instruction to emphasize identification of reading levels, and auditory and visual diagnosis.

RDNG 4364 Children's Literature: 3 semester hours.
The reading and evaluation of children's literature to include information about children's books, to develop children's interests in reading, authors, illustrators, and to solve problems in guidance of reading.

RDNG 4365 Foundations of Reading Instruction: 3 semester hours.
Stages in the development of reading ability. Emphasis of readiness, experiential backgrounds, individual needs and interests and enrichment.

RDNG 4367 Clinical and Laboratory Experiences in Reading: 3 semester hours.
Preparation, review, and analysis of case studies, research reports, trends, and issues in the teaching of reading.

RDNG 4699 Independent Study: 1-6 semester hour.
Readings, research, and/or field work on selected topics.

RDNG 5361 Teaching Reading in the Elementary Grades: 3 semester hours.
Detailed consideration of problems involved in selection of content, grade placement, methods, and materials, and the evaluation of achievement.

RDNG 5362 Psychology of Reading and Reading Difficulties: 3 semester hours.
An examination of social and psychological factors related to success and failure in learning to read.

RDNG 5363 Teaching Reading in Secondary Schools: 3 semester hours.
Instructional approaches to reading in the secondary school. Planning, organizing, implementing, and evaluating instructional procedures and outcomes.

RDNG 5364 Diagnosis and Correction of Reading Difficulties: 3 semester hours.
Diagnostic devices and techniques for identifying strengths and weaknesses in reading. Prescriptive techniques for overcoming difficulties in reading.

RDNG 5366 Clinical Experiences in Reading: 3 semester hours.
Case study analysis, seminars, and field experiences in school classrooms.

RDNG 5367 Issues, Problems and Trends in Reading: 3 semester hours.
Study of historical, current and future issues, problems and trends in reading at the elementary and secondary school levels.

Special Education Courses

SPED 3300 Introduction to Exceptional Children: 3 semester hours.
Basic theories and concepts related to identification and classification of exceptional children and youth.

SPED 3301 Psychology of Cognitive Disorders: 3 semester hours.
An introduction to the psychology of cognitive/intellectual disabilities in children and youth.

SPED 4300 Psychology of Behavior Disorders: 3 semester hours.
An introduction to various theoretical aspects of children with mild emotional problem to severe behavior disturbances.

SPED 4301 Language and Communication Problems: 3 semester hours.
An overview of particular communication problems as they relate to the verbal, nonverbal, expressive, and receptive language skills of the exceptional learner.

SPED 4302 Psychometrics for Exceptional Children and Youth: 3 semester hours.
An overview of Legal implications of the assessment of children exhibiting the characteristics of behavior disorders, learning disabilities, and/ or intellectual disabilities.

SPED 4303 Consultation: 3 semester hours.
Models of consultation; interpersonal communication skills; problem-solving approaches; effective interaction with colleagues, paraprofessionals, and parents; transitional mandates; and planning/conducting in-service training for professionals.

SPED 4311 Methods for Teaching Exceptional Children: 3 semester hours.
The study of: instructional strategies for teaching children and youth with intellectual, behavioral, and/or learning disabilities; organization of special classes; and curriculum adaptations. Includes 15 clock hours of field-based experiences with exceptional learners.
Prerequisites: SPED 3300 or SPED 3003.

SPED 4312 Practicum: 3 semester hours.
A field-based experiences involving exceptional learners in the classroom. Activities include 15 clock hours of classroom observation, concepts, and skills associated with referrals of classroom problems, tests, and evaluation procedures.
Prerequisites: SPED 3300 or SPED 3003.
Co-requisite: SPED 4311.

SPED 5320 5320 Special Education Seminar: 3 semester hours.
A seminar designed to investigate contemporary issues in the area of special education as well as to increase the students' familiarity with current literature and knowledge in the field.

SPED 5321 Survey of the Exceptional Learner: 3 semester hours.
An in-depth study of the various types of exceptional learners and their educational needs.

SPED 5322 Diverse Learners in Inclusive Settings: 3 semester hours.
Designed to provide the learner with an overview of various tests, learning characteristics and etiology of the student with multi-sensory learning needs.

SPED 5323 Language and Communication Problems: 3 semester hours.
An overview of particular communication problems as they relate to the oral language skills of the exceptional learner.

SPED 5324 Methods for the Exceptional Learner with Multisensory Needs: 3 semester hours.
Deals with problems of instruction, methods of teaching students with multi-sensory learning needs and curriculum development for the exceptional learner.

SPED 5326 Individual Testing of Exceptional Children: 3 semester hours.
Designed to provide the opportunity for students to experience and develop a descriptive orientation through assessments for the exceptional learner.
Prerequisites: SPED 5321 or SPED 5213.

SPED 5327 Learning Theory: 3 semester hours.
An in-depth study of the various learning theories and an analysis of systematic approaches to learning.

SPED 5328 Curriculum Adjustment and the Exceptional Child: 3 semester hours.
The experience of altering traditional curricula to mesh with the individual multisensory learning needs of the exceptional learner.

SPED 5331 Assessment and Instructional Methods for Gifted and Talented Students: 3 semester hours.
This course covers a broad spectrum of diverse disabilities, challenges, gifts, and talents. The course is an overview of the intellectual and developmental characteristics of the gifted and talented as well as an introduction to identification techniques, instructional approaches, educational programs, and special services. The course focuses on classroom educational practices designed to meet the unique needs of gifted and talented students. Historical, legal, and conceptual foundations of gifted education are examined as well as current research relevant to the education of gifted learners.
Prerequisites: SPED 5326 or SPED 5263.

SPED 5332 Assessment, Diagnosis, and Prescription: Professional Practice: 3 semester hours.
Designed to highlight multiple types of formal and informal non-biased assessments and data used for a variety of educational decisions—eligibility, IEP objectives, manifestation hearings, instructional accommodations, placement, monitoring progress, etc. This course delineates federal, state, and local laws, procedures, policies, and standards related to understanding the legal and ethical principles of authentic assessment and cross-battery assessment in today's schools. Ethical issues related to assessment, placement, medication, orientation, and gender biases will be investigated. The role of the professional organizations (CEC) with regards to Code of Ethics and other standards and policies of the profession will be explored.
Prerequisites: SPED 5326 or SPED 5263.

SPED 5334 Practicum: 3 semester hours.
Direct experience with children referred to the special education laboratory for testing and evaluation. These referrals are related directly to public school problems.

SPED 5335 Diagnostic and Prescriptive Techniques for Exceptional Learners: 3 semester hours.
Designed to familiarize the learner with the administration, scoring and instructional implications of individualized testing designed for the exceptional learner.
Prerequisites: SPED 5321 or SPED 5213 and (SPED 5326 or SPED 5263) and (SPED 5328 or SPED 5283).