

EARLY CHILDHOOD EDUCATION, MS

Program Description

This program is a degree designed for individuals who are currently working with young children or are desiring to work with young children in an educational setting. Courses are structured to increase the educator's knowledge of young children and the ensuing implications for programs and curricula.

Teachers, curriculum specialists and administrators will improve their competence in designing curriculum, classrooms, centers, and classroom experiences for young children. Students will also improve their skills in evaluating instruction based on children's needs, and develop techniques to appropriately evaluate young children's learning.

Student Learning Outcomes

Students will:

- Articulate and fulfill professional roles and responsibilities related to working with young children in the State of Texas.
- Design appropriate curricula, classroom centers, and classroom experiences for young children in the State of Texas.
- Determine effective, responsive instruction and assessment for young children in the State of Texas.
- Produce a portfolio consisting of experiences, projects, originally designed products and a synthesis of reflection developed during participation in the degree program.

For Additional Information

Website:

http://gradschool.tamucc.edu/degrees/education/early_childhood_ed.html

Campus Address:

Early Childhood Development Center, Room 206
361.825.3328
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Mailing Address:

Department of Curriculum, Instruction, and Learning Sciences, Unit 5834
College of Education and Human Development
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412-5834

Admission Requirements

Students are eligible to pursue graduate-level course work in Early Childhood Education if they meet COE graduate admission requirements as specified in the COEHD's Graduate Policies and Regulations (<http://catalog.tamucc.edu/graduate/education-human-development/>) section of this catalog.

Program Requirements

Code	Title	Hours
Foundation Courses		
EDFN 5301	Introduction to Research	3

ERST 5302	Studies in Equality of Educational Opportunities	3
or SPED 5385	Emergent Bilinguals in Special Education	

Core Courses		
ECED 5301	Involving Families and Communities in the Lives of Young Children	3
ECED 5334	Developmentally Appropriate Early Childhood Curriculum	3
ECED 5337	Cultural, Linguistic and Economic Diversity and the Effect on the Lives of Young Children	3
ECED 5340	Appropriate Formal and Informal Assessment of all Young Children	3
ECED 5346	Capstone Research Proposal in Early Childhood Education	3
ECED 5349	Capstone Research Project in Early Childhood Education (required for all students)	3
READ 5310	Emergent Literacy	3

Specialiation Areas		
Select one of the following specialization areas:		
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<i>Bilingual Education (EC-Grade 6)</i>		
BIEM 5343	Foundations in Bilingual Education	
BIEM 5344	Methods of Teaching Bilingual Children	
BIEM 5345	Developmental Linguistics	

<i>English as a Second Language</i>		
BIEM 5346	Pedagogical Implications of Bilingual/ESL	
or BIEM 6346	Pedagogical Implications of Bilingual/ESL	
BIEM 5347	Methods of Teaching English As a Second Language	
BIEM 5349	Contrastive Analysis	

<i>Reading Education</i>		
READ 5345	Stages and Standards for Reading Development	
READ 5350	Multicultural Literacy	
READ 5369	Content Area Reading	
READ 5381	Exploring the Literature of Children and Adolescents	
READ 5392	Psycho-sociolinguistics and Reading	
READ 5395	Leadership and Literacy	

<i>Special Education</i>		
SPED 5315	Individuals with Exceptionalities in Schools	
or SPED 631	Individuals with Exceptionalities in the Schools	
SPED 5319	Introduction to Low-Incidence Disabilities	
SPED 5320	Application of Learning Principles	
SPED 5321	Supporting Access for Students with Low-Incidence Disabilities	
SPED 5340	Individuals with Multiple Disabilities	
SPED 5380	Behavioral Supports and Interventions for Students with Disabilities	
SPED 5385	Emergent Bilinguals in Special Education	

<i>Fundamentals of Education</i> ¹		
EDUC 5351	Foundations of Education in America	
EDUC 5352	Planning, Teaching, Learning Processes	
EDUC 5353	Classroom Management and the Student	

Additional Electives as approved by advisor		
ECED 5303	Graduate Studies in Early Childhood Education	

ECED 5397 Practicum in Early Childhood Education

Total Hours **36**

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In order to be admitted to the ACE Program, students must take and pass the Texas Content Exam. Students must also complete either clinical teaching (1 semester) or obtain a two semester internship. Finally, they must take and pass the Pedagogy and Professional Responsibilities Exam.

Capstone Experience

All students pursuing the master's degree in Early Childhood Education will take ECED 5349 Capstone Research Project in Early Childhood Education (3 sch). Candidates for this degree must successfully present and defend their Graduate Portfolio to the Assessment Panel prior to graduation. The portfolio consists of experiences, projects, originally designed products and a synthesis of reflection developed during participation in the degree program. Each student who is a candidate for graduation must present and discuss each item of their portfolio with the Assessment Panel. The panel of three consists of a Texas A&M University-Corpus Christi Early Childhood professor, a professor from the College of Education and Human Development (Texas A&M University-Corpus Christi), and a professional educator who holds a masters or doctorate degree.

Courses

Bilingual/ESL/Multicultural Education Courses

BIEM 5343 Foundations in Bilingual Education

3 Semester Credit Hours (3 Lecture Hours)

A study of bilingualism and bilingual education in the United States with attention to rationale, philosophy, and program models.

BIEM 5344 Methods of Teaching Bilingual Children

3 Semester Credit Hours (3 Lecture Hours)

Methods and techniques of teaching bilingual students in elementary schools. Emphasis is on teaching Spanish language arts.

BIEM 5345 Developmental Linguistics

3 Semester Credit Hours (3 Lecture Hours)

Language acquisition and development with special reference to their implications for teaching monolingual and bilingual students.

BIEM 5346 Pedagogical Implications of Bilingual/ESL

3 Semester Credit Hours (3 Lecture Hours)

Overview of curriculum alignment in the bilingual classroom. Includes analysis of language assessment instruments and the pedagogical implications associated with the education of culturally and linguistically diverse students. Students who have taken BIEM 5346 may not enroll in BIEM 6346.

BIEM 5347 Methods of Teaching English As a Second Language

3 Semester Credit Hours (3 Lecture Hours)

Advanced studies in methodology and techniques available for teaching learners whose native language is not English. Some attention to sociolinguistics is considered.

BIEM 5349 Contrastive Analysis

3 Semester Credit Hours (3 Lecture Hours)

A descriptive/contrastive approach to the study of Spanish and English linguistic structures. Introduces basic concepts of language, linguistics, and bilingualism.

BIEM 5390 Professional Seminar

1-3 Semester Credit Hours (1 Lecture Hour)

Contemporary issues in Bilingual/ESL Multicultural Education: topics vary with professional identification of participants.

BIEM 5397 Practicum-Multicultural Education

3 Semester Credit Hours (3 Lecture Hours)

This course is designed to provide the student with in-depth knowledge and skills in the content areas as they apply to the education of language minority children in appropriate multicultural, multilingual, and multilevel settings.

BIEM 5696 Directed individual Study

1-6 Semester Credit Hours (1 Lecture Hour)

May be repeated when topics vary.

BIEM 6346 Pedagogical Implications of Bilingual/ESL

3 Semester Credit Hours (3 Lecture Hours)

Overview of curriculum alignment in the bilingual classroom. Includes analysis of language assessment instruments and the pedagogical implications associated with the education of culturally and linguistically diverse students. Students who have taken BIEM 5346 may not enroll in BIEM 6346.

Early Childhood Education Courses

ECED 5301 Involving Families and Communities in the Lives of Young Children

3 Semester Credit Hours (3 Lecture Hours)

The course will encompass a study of the contributions of national, state, and local agencies, referral services, and family involvement as these relate to the lives of young children.

ECED 5303 Graduate Studies in Early Childhood Education

3 Semester Credit Hours (3 Lecture Hours)

An introduction to research studies in early childhood education and an analysis of their implications for the classroom teacher. Students will be able to engage in action research in early childhood classrooms.

ECED 5334 Developmentally Appropriate Early Childhood Curriculum

3 Semester Credit Hours (3 Lecture Hours)

An intensive study of the principles of curriculum, which includes philosophy, organization, recognition of diversity, selection and evaluation of curriculum materials, and development of an early childhood education program.

ECED 5337 Cultural, Linguistic and Economic Diversity and the Effect on the Lives of Young Children

3 Semester Credit Hours (3 Lecture Hours)

The course will address a study of the factors related to culturally, linguistically, and economically diverse young children. Issues related to these diverse issues will be explored and effective strategies for working with these children and their families will be explored.

ECED 5340 Appropriate Formal and Informal Assessment of all Young Children

3 Semester Credit Hours (3 Lecture Hours)

Formal and informal assessment strategies and tools used in the assessment of young children will be studied. Current recommended assessment practices and research in early childhood education will be examined.

ECED 5346 Capstone Research Proposal in Early Childhood Education
3 Semester Credit Hours (3 Lecture Hours)

The course will facilitate the development of the research based capstone experience proposal. The proposal must focus on some aspect of early childhood education.

Prerequisite: EDFN 5301.

ECED 5349 Capstone Research Project in Early Childhood Education
3 Semester Credit Hours (3 Lecture Hours)

Students will implement and complete their capstone proposal. This may be a thesis or project, focus on some aspect of early childhood education and culminate in a formal written paper.

ECED 5390 Professional Seminar
1-3 Semester Credit Hours (1 Lecture Hour)

Contemporary issues in Early Childhood Education: topics vary with professional identification of participants.

ECED 5397 Practicum in Early Childhood Education
3 Semester Credit Hours (3 Lecture Hours)

An opportunity to secure practical experience in early childhood classrooms and analyze those programs in terms of available research. A personalized culminating experience for the early childhood specialist.

ECED 5696 Directed individual Study
1-6 Semester Credit Hours (1 Lecture Hour)

May be repeated when topics vary.

Teaching Education/Student Teaching Courses

EDUC 5327 Strategies of Success I for the Beginning Teacher
3 Semester Credit Hours (3 Lecture Hours)

This course is provided for beginning teachers during their second year on a "Probationary Certificate." Students are provided with the application of learning principles, classroom management techniques, communication skills, and teaching strategies that will reinforce their existing teaching skills. Enrollment is limited to teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken during the first semester of the second year on a "Probationary Certificate."

Prerequisite: EDUC 5393 and 5394.

EDUC 5351 Foundations of Education in America
3 Semester Credit Hours

A course emphasizing multicultural aspects of education; requirements for teaching as they relate to special education students, including the gifted and talented; the legal and ethical aspects of teaching; and the forms of organization and management utilized in Texas and in the U.S. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5352 Planning, Teaching, Learning Processes
3 Semester Credit Hours

A course emphasizing the various aspects of planning for teaching: the teaching/learning process; curriculum organization; use of instructional media and technology; instructional planning; and instructional and student evaluation, including standardized testing programs, teacher evaluation, and various forms of instructional and student evaluation planned and conducted by the teacher. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5353 Classroom Management and the Student
3 Semester Credit Hours

A course emphasizing methods of organizing and managing a classroom, and student growth and development concepts and how they will affect classroom management. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5354 Methods of Teaching Mathematics
3 Semester Credit Hours (3 Lecture Hours)

A course emphasizing the teaching of mathematics in Grades 1-8 using manipulatives in a problem-solving format. Instruction will build upon the following topics which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5355 Methods of Teaching Social Studies
3 Semester Credit Hours (3 Lecture Hours)

A course emphasizing practical applications for the teaching of social studies in Grades 1-8. Instruction will build upon the following topics, which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5356 Methods of Teaching Science
3 Semester Credit Hours (3 Lecture Hours)

This course is designed to provide pre-service teachers with an understanding of the teaching of science in the elementary school setting. Students' prior knowledge from previous courses will be essential to their performance in this course, namely: technology in the classroom, lesson planning, curriculum organization, and student assessment. Participation in field experiences is a requirement of this course. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5357 Strategies for Teaching in the Secondary School
3 Semester Credit Hours (3 Lecture Hours)

A course emphasizing practical and varied strategies for instructional planning and presentations. Instruction will build upon the following topics, which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial certification.

EDUC 5358 Applied Research and Professional Writing
3 Semester Credit Hours (3 Lecture Hours)

A course emphasizing the finding, interpreting, and use of research to achieve a stated educational goal for each individual student. Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop and execute an applied inquiry project. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5390 Professional Seminar
1-3 Semester Credit Hours (1-3 Lecture Hours)

This course addresses contemporary issues in education. May be repeated for credit when the topic varies.

EDUC 5393 Internship I and Seminar for the intern Teacher
3 Semester Credit Hours (3 Lecture Hours)

This course is a supervised classroom teaching field experience and seminar designed to assist the non-certified teacher with the application of various aspects of planning for teaching. Enrollment is limited to graduate students seeking initial teacher certification. Interns must be enrolled in EDUC 5352 - Planning, Teaching, Learning Processes* (or have completed EDUC 5352 - Planning, Teaching, Learning Processes*) and completed 30 contact hours of field observation.

EDUC 5394 Internship II and Seminar for the intern Teacher
3 Semester Credit Hours (3 Lecture Hours)

This course is a supervised classroom teaching field experience and seminar designed to assist the non-certified teacher with the application of classroom management techniques, and enhance existing teaching skills. Enrollment is limited to graduate students seeking initial teacher certification.

Prerequisite: EDUC 5393 and 5352.

EDUC 5395 Strategies of Success II for the Beginning Teacher
3 Semester Credit Hours (3 Lecture Hours)

This course is provided for beginning teachers during their second year on a "Probationary Certificate." Students are provided with the application of learning principles, communication skills, and teaching strategies that will reinforce their existing teaching skills. Enrollment is limited to teachers on a TEA "Probationary Certificate," but are currently in teaching positions. This course is taken during the second semester of the second year on a "Probationary Certificate."

Prerequisite: EDUC 5393, 5394 and 5327.

EDUC 5397 Practicum I for the Beginning Teacher
3 Semester Credit Hours (3 Lecture Hours)

This is a supervised classroom teaching field experience designed to enhance the individual teacher's existing teaching skills for the beginning teachers during their third year on a "Probationary Certificate." Enrollment is limited to certified teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken concurrently with EDUC 5327 first semester of the third year on a "Probationary Certificate." This course may not be taken for graduate credit if the student has taken EDUC 5393, EDUC 5394 or EDUC 5395.

Prerequisite: EDUC 5327, 5393, 5394 and 5395.

EDUC 5398 Practicum II and Seminar for the Beginning Teacher
3 Semester Credit Hours (3 Lecture Hours)

Beginning teachers who are currently in their third year of a "Probationary Certificate" are provided with additional skills to enrich their classroom teaching proficiency through seminars and supervised supervision for effective classroom teaching. Enrollment is limited to certified teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken during the second (and final) semester of the third year on a "Probationary Certificate."

Prerequisite: EDUC 5327, 5393, 5394, 5395 and 5397.

EDUC 5696 Directed Individual Study
1-6 Semester Credit Hours (1-6 Lecture Hours)

Contemporary issues in educational technology; topics vary with professional interests and needs of participants. This "hybrid" course focuses upon enabling students to design effective instructional activities and materials for on-line instruction within a learning management system (LMS) environment. Students will acquire research-based knowledge about the design and development of effective on-line instruction which is consistent with established best practices.

Emphasis will be placed upon development of on-line instruction in curricular areas specified by the instructor or selected by the student, subject to instructor approval.

Reading Courses

READ 5310 Emergent Literacy
3 Semester Credit Hours (3 Lecture Hours)

Language acquisition and functions of language are explored for beginning literacy (K-3). Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of the language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabularies, concepts about print, and auditory discrimination.

READ 5314 College/Adult Literacy
3 Semester Credit Hours (3 Lecture Hours)

Theories and research on reading, writing, and study processes of college and adult students will be explored. Students will learn about program design, teaching/learning strategies, and assessment procedures appropriate for developmental college students and adult education.

READ 5321 Fundamentals of Elementary Reading instruction I
3 Semester Credit Hours (3 Lecture Hours)

This course includes a study of methods, materials, and strategies for teaching reading. It is designed to provide graduate students with professional knowledge concerning current research, philosophical perspectives, essential program components, and pedagogical strategies essential to the teaching of reading. Enrollment limited to graduate students seeking initial teacher certification.

READ 5322 Fundamentals of Elementary Reading instruction II
3 Semester Credit Hours (3 Lecture Hours)

This course includes a study of theoretical, research, and pedagogical aspects of the reading-writing connection for grades 4-8 students. There will also be an emphasis on content area reading and study skills as well as the writing process. Enrollment limited to graduate students seeking initial certification.

READ 5323 Fundamentals of Secondary Reading instruction
3 Semester Credit Hours (3 Lecture Hours)

This course is designed to provide graduate students with professional knowledge concerning current research, theory, essential program components, and pedagogical strategies in secondary literacy. Application of strategies to the reading, writing, and learning needs to adolescents will be emphasized. Areas of consideration will include classroom assessment of literacy study reading, and integrating trade books into the content classroom. Enrollment limited to graduate students seeking initial certification.

READ 5345 Stages and Standards for Reading Development**3 Semester Credit Hours (3 Lecture Hours)**

This course emphasizes effective reading practices that reflect state content and performance standards. Particular emphasis is placed on the interrelated components of reading and how these components apply in reading instruction. Equal emphasis is placed on primary, middle school, and high school students. This course is required for the Master Reading Teacher Certificate.

READ 5346 Trends and issues in Literacy**3 Semester Credit Hours (3 Lecture Hours)**

In this course students will examine the recent and past trends in literacy and the political, cultural, and research-based forces that influenced those trends. Attention will be given to how those trends have impacted and are impacting literacy instruction.

READ 5350 Multicultural Literacy**3 Semester Credit Hours (3 Lecture Hours)**

This is a graduate level course that focuses on issues pertaining to multicultural literacy and biliteracy. This course examines the educational issues confronting culturally and linguistically diverse students in our schools today. This course is required for the Master Reading Teacher Certificate.

READ 5352 Theoretical Models of Reading and Writing**3 Semester Credit Hours (3 Lecture Hours)**

This course is designed to provide teachers opportunities to expand their knowledge of the theoretical ways in which reading and writing processes are related and the practical ways in which these parallel processes can be incorporated into the literacy curriculum.

READ 5355 Teaching Literacy through Technology**3 Semester Credit Hours (3 Lecture Hours)**

In this course students explore research on the use of computers and related technology to (a) develop a more responsive literacy curriculum, and (b) determine literacy management and evaluation procedures in the technology environment.

READ 5357 Critical Literacy**3 Semester Credit Hours (3 Lecture Hours)**

Attention is on the theoretical and philosophical foundations of critical literacy. Students expand the lens through which literacy in schools may be viewed and develop a language of critique for analyzing literacy in social, political, and economic contexts.

READ 5369 Content Area Reading**3 Semester Credit Hours (3 Lecture Hours)**

In this course graduate students examine the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students' abilities to learn through text-based instruction, (b) ways to promote the acquisition of study skills, and (c) ways to assist struggling readers in a classroom situation.

READ 5371 Diagnosis and Correction of Reading Problems**3 Semester Credit Hours (3 Lecture Hours)**

In this course students learn techniques for diagnosis and correction of reading problems as they work with children experiencing difficulty in learning to read.

READ 5372 Classroom Assessment and instruction**3 Semester Credit Hours (3 Lecture Hours)**

Course attention is on the selection and administration of appropriate reading assessments for all students. Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literacy learning for all learners. This course is required for the Master Reading Teacher Certificate.

READ 5381 Exploring the Literature of Children and Adolescents**3 Semester Credit Hours (3 Lecture Hours)**

This course will examine the historical, social, and pedagogical developments of the field of literature for children and adolescents.

READ 5390 Professional Seminar: Special Topics in Literacy**3 Semester Credit Hours (3 Lecture Hours)**

The course addresses issues relevant to literacy. It may be repeated when topics vary.

READ 5392 Psycho-sociolinguistics and Reading**3 Semester Credit Hours (3 Lecture Hours)**

This course explores the psychology of language as well as the social semiotics of language learning. Theories of cognition and sociolinguistics will be examined as they relate to literacy development in regular and specialized learning contexts.

READ 5393 Literacy Curriculum and Supervision**3 Semester Credit Hours (3 Lecture Hours)**

Components of comprehensive reading programs in schools and districts will be examined, and strategies for literacy curriculum design and staff development will be explored. Emphasis will be on the literacy professional as a change agent and promoter of educational innovation.

READ 5395 Leadership and Literacy**3 Semester Credit Hours (3 Lecture Hours)**

This course emphasizes how to disseminate reading research to critical stakeholders involved in education. Techniques include, but are not limited to, coaching, collaborating, mentoring, and consulting with colleagues.

READ 5396 Literacy Research Seminar**3 Semester Credit Hours (3 Lecture Hours)**

This seminar is the culminating course in the graduate reading concentration. Current trends in literacy research, the critical examination of selected research studies, and the self-evaluation of professional needs and interests are included. This course calls for students to integrate information from previous classes with new information presented in this class in order to develop, conduct, and evaluate action-based research.

READ 5696 Directed individual Study**1-6 Semester Credit Hours (1 Lecture Hour)**

May be repeated when topics vary.

READ 5697 Reading Practicum**6 Semester Credit Hours (6 Lecture Hours)**

Students will have an opportunity to apply their knowledge of reading instruction by teaching children and youth with reading difficulties. They will gain knowledge of: the organization and management of the reading program, as well as early intervention strategies and programs. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies on the children and youth being tutored. Some emphasis will also be placed on the many roles of the reading professional.

READ 6310 Emergent Literacy**3 Semester Credit Hours (3 Lecture Hours)**

Language acquisition and functions of language are explored for beginning literacy P-4. Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabulary, concepts about print, and auditory discrimination. Doctoral students enrolled in this course will be expected to complete all assignments designated for master's students and also complete additional specified assignments. Students who took this course as READ 5310 may not take the course as READ 6310.

READ 6314 College/adult Literacy**3 Semester Credit Hours (3 Lecture Hours)**

Theories and research on reading, writing, and study processes of college and adult students will be explored. Students will learn about program design, teaching/learning strategies, and assessment procedures appropriate for developmental college students and adults. In addition, doctoral students will study topics related to educating adults in professional situations. Students who took this course as READ 5314 may not take the course as READ 6314.

READ 6345 Stages and Standards for Reading Development**3 Semester Credit Hours (3 Lecture Hours)**

This course emphasizes effective reading practices that reflect state content and performance standards. Particular emphasis is placed on the interrelated components of reading and how these components apply in reading instruction. Equal emphasis is placed on primary, middle school, and high school students. This course is required for the Master Reading Teacher Certificate. Doctoral students will complete a major research paper on a topic to be approved by the professor. Students who took this course as READ 5345 may not take the course as READ 6345.

READ 6350 Multicultural Literacy**3 Semester Credit Hours (3 Lecture Hours)**

This is a graduate level course that focuses on issues pertaining to multicultural literacy and biliteracy. This course examines the educational issues confronting culturally and linguistically diverse students in our schools today. Doctoral students will have assignments that go beyond those for master's students. Students who took this course as READ 5350 may not take the course as READ 6350.

READ 6352 Theoretical Bases for Literacy**3 Semester Credit Hours (3 Lecture Hours)**

Course focus is on major theories of reading and literacy in terms of both processes and practices. It also attends to ways in which theory relates to the literacy curriculum.

READ 6356 Writing for Publications in Higher Education**3 Semester Credit Hours (3 Lecture Hours)**

This course addresses topics in writing for publication in higher education including the writing process, composition, organization, collaboration, and the identification of forums for dissemination of research and scholarship.

READ 6357 Critical Literacy**3 Semester Credit Hours (3 Lecture Hours)**

Attention is on the theoretical and philosophical foundations of critical literacy. Students expand the lens through which literacy in schools may be viewed and develop a language of critique for analyzing literacy in social, political, and economic contexts. Doctoral students have assignments that go beyond those for master's students. Students who took this course as READ 5357 may not take the course as READ 6357.

READ 6369 Content Area Reading**3 Semester Credit Hours (3 Lecture Hours)**

In this course graduate students examine the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students' abilities to learn through text based instruction, (b) ways to promote the acquisition of study skills, and (c) ways to assist struggling readers in a classroom situation. Doctoral students enrolled in this course will be expected to complete all assignments designated for the master's level students and also complete additional specified assignments. Students who took this course as READ 5369 may not take the course as READ 6369.

READ 6371 Diagnosis and Correction of Reading Problems**3 Semester Credit Hours (3 Lecture Hours)**

In this course, students will become aware of the factors that influence reading achievement through the study and implementation of various assessments. Some attention will also be paid to instructional strategies. The primary focus will be on children who are having difficulty reading. Students who took this course as READ 5371 may not take the course as READ 6371.

READ 6372 Classroom Assessment and instruction**3 Semester Credit Hours (3 Lecture Hours)**

Course attention is on the selection and administration of appropriate reading assessments for all students. Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literacy learning for all learners. Students who took this course as READ 5372 may not take the course as READ 6372.

READ 6380 Advanced Studies in Literature for Children and Adolescents**3 Semester Credit Hours (3 Lecture Hours)**

This course will examine the historical, sociological, and pedagogical developments of the field of literature for children and adolescents and will emphasize teacher research and inquiry. The major emphasis of the course will focus on awareness of both traditional and contemporary literature and authors for children and adolescents.

READ 6390 Special Topics in Reading**3 Semester Credit Hours (3 Lecture Hours)**

The course addresses contemporary issues in education. It may be repeated when topics vary.

READ 6391 Evaluation of Literacy Methods, Materials, and Assessment**3 Semester Credit Hours (3 Lecture Hours)**

Reading professionals taking the course acquire the knowledge and strategies to evaluate literacy-related materials, methodologies, and assessment. In addition, they will develop a process to evaluate teacher-produced and commercial materials.

READ 6392 Psycho-sociolinguistics and Reading**3 Semester Credit Hours (3 Lecture Hours)**

This course explores the psychology and the social semiotics of language and their relationship to literacy teaching and learning. Theories of cognition and sociolinguistics will be examined as frameworks for better understanding literacy development. Semiotics is the study of the signs and symbols of language and deals with their functions in the syntactic, semantic, and pragmatic use of language. Doctoral students will complete a major research paper on a topic to be approved by the professor. Students who took this course as READ 5392 may not take the course as READ 6392.

READ 6393 Literacy Curriculum and Supervision**3 Semester Credit Hours (3 Lecture Hours)**

Components of comprehensive reading programs in schools and districts will be examined, and strategies for literacy curriculum design and staff development will be explored. Emphasis will be on the literacy professional as a change agent and promoter of educational innovation.

READ 6395 Leadership and Literacy**3 Semester Credit Hours (3 Lecture Hours)**

This course emphasizes "how" to disseminate reading research to critical stakeholders involved in education. Techniques include, but are not limited to, coaching, collaborating, mentoring, and consulting with colleagues. Students who took this course as READ 5395 may not take the course as READ 6395.

READ 6396 Literacy Research Seminar**3 Semester Credit Hours (3 Lecture Hours)**

In this doctoral-level course in reading/literacy research, attention goes to historical and current trends in literacy research, the critical examination of selected reading research studies, and self analysis of personal and professional interests and needs. This course calls for students to integrate information from previous graduate classes with information presented in this class to analyze and implement reading/literacy research. Doctoral students enrolled in this course will be expected to complete all assignments designated for the master's level students and also complete additional specified assignments. Students who took this course as READ 5396 may not take the course as READ 6396.

READ 6398 Advanced Reading Supervision Practicum**3 Semester Credit Hours (3 Lecture Hours)**

In this course, reading specialists will be provided with an opportunity to apply their supervisory skills in a practical situation. Students will observe and evaluate inservice teachers, as well as make suggestions for improvement. Course requirements include completion of teacher evaluation summaries; development of observation forms; description of a district-wide reading program; and planning and implementation of an inservice workshop.

READ 6399 Advanced Literacy Research Seminar**3 Semester Credit Hours (3 Lecture Hours)**

This course is designed to familiarize doctoral students with (a) historical avenues of literacy research, (b) current trends in literacy research, and (c) procedures for conducting personal research leading to a doctoral dissertation in some aspect of literacy education.

Prerequisite: EDLD 6333.

READ 6696 Directed Individual Study**1-6 Semester Credit Hours (1 Lecture Hour)**

May be repeated when topics vary.

READ 6697 Reading Clinic Practicum**6 Semester Credit Hours (6 Lecture Hours)**

In this course students will have an opportunity to apply their knowledge of reading instruction by teaching children with reading difficulties. In addition, students will gain knowledge of strategies for comprehension, word recognition and study skills. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies. Doctoral students have additional assignments that go beyond those required of master's students. Students who took this course as READ 5697 may not take the course as READ 6697.

Prerequisite: READ 5371 or 6371.

Special Education Courses**SPED 5310 Psychoeducational Testing****3 Semester Credit Hours (3 Lecture Hours)**

Focuses on current research and best practice in assessment of exceptional learners, interpretation of formal and in formal assessment data gathered through a variety of methods, assessment of students from diverse backgrounds and the application of data gathered via a multi-tiered system of support (MTSS). Instructor's permission required.

Prerequisite: CNEP 5371 and 5374.

SPED 5311 Advanced Assessment**3 Semester Credit Hours (3 Lecture Hours)**

Presents a variety of research-based assessment techniques and tools designed to assess exceptional learners. Academic and cognitive assessments are combined for interpretation and development of Full and Individual Evaluations.

SPED 5315 Individuals with Exceptionalities in Schools**3 Semester Credit Hours (3 Lecture Hours)**

This course provides basic information and skills for working with students with exceptionalities in a variety of settings. It also includes current trends, issues, and research pertaining to persons with exceptionalities.

SPED 5319 Introduction to Low-Incidence Disabilities**3 Semester Credit Hours (3 Lecture Hours)**

This course introduces students to the field of low-incidence disabilities. Students will explore foundational concepts including: definition and etiology, family and professional partnerships, special education law, and standards based IEPs.

SPED 5320 Application of Learning Principles**3 Semester Credit Hours (3 Lecture Hours)**

This course prepares teachers, administrators, counselors and diagnosticians to use a variety of applied learning principles to increase student learning and minimize disruptive behavior.

SPED 5321 Supporting Access for Students with Low-Incidence Disabilities**3 Semester Credit Hours (3 Lecture Hours)**

This course focuses on areas of universal design, assistive technology, and resources that support the learning and independence of diverse learners both in school and community settings. Class sessions will be held both on campus and in community settings.

SPED 5324 Survey of Assistive Technology**3 Semester Credit Hours (3 Lecture Hours)**

This course is an introduction to assistive technology for individuals with disabilities.

SPED 5325 Technology for inclusion**3 Semester Credit Hours (3 Lecture Hours)**

This course will focus on the use of assistive technology to support and facilitate inclusion of students with disabilities in the classroom.

Prerequisite: ETEC 5301.

SPED 5326 Assistive Technology Assessment**3 Semester Credit Hours (3 Lecture Hours)**

This course will provide systematic procedures for the assessment of individual student's assistive technology needs. Legal issues of assistive technology and its impact on public education will be addressed.

Prerequisite: ETEC 5301.

SPED 5327 Motor Activity Programs for individuals with Disabilities
3 Semester Credit Hours (3 Lecture Hours)

This course examines the significant role of motor activity in the lives of people with disabilities. Major programmatic approaches to adapted physical activity are presented.

SPED 5340 Individuals with Multiple Disabilities
3 Semester Credit Hours (3 Lecture Hours)

This course is an advanced study of the adaptations, approaches, and supports necessary to meet the educational needs of students who have communication, intellectual, motor, sensory, and/or medical impairments.

SPED 5380 Behavioral Supports and Interventions for Students with Disabilities
3 Semester Credit Hours (3 Lecture Hours)

This course will focus on characteristics and classifications of children and adolescents with behavior disorders. Intervention orientations and associated education/treatment approaches for children and adolescents will be explored.

SPED 5385 Emergent Bilinguals in Special Education
3 Semester Credit Hours (3 Lecture Hours)

This course is designed to prepare special educators to address the sociocultural and ethnolinguistic needs of English learners. Particular emphasis is placed on: understanding the influence of language and culture in the design of instruction to prevent academic difficulty; the identification of students who need additional instructional supports; appropriate referral, screening, and assessment of students suspected of having disabilities; and the design of individualized education plans for students who qualify for special education services.

SPED 5386 Strategic Reading and Language Instruction for Students with High-Incidence Disabilities
3 Semester Credit Hours (3 Lecture Hours)

This course focuses on reading and language strategies for teaching students with disabilities, including those who are English learners. It is designed to give students an overview of strategic reading and writing instruction.

SPED 5387 Strategic Math and Content Area Instruction for Students with High-Incidence Disabilities
3 Semester Credit Hours (3 Lecture Hours)

This course focuses on content-area strategies for teaching exceptional children, including those who are English learners. It is designed to give students an overview of strategic mathematics and content area instruction.

SPED 5388 Current Issues in Special Education
3 Semester Credit Hours (3 Lecture Hours)

CURRENT ISSUES IN SPECIAL EDUCATION Addresses issues currently facing the special education area. The course will focus on the following topics: (1) law and litigation, (2) inclusion, (3) assessment and individualized educational plan (IEP) procedures, (4) classification and labeling, (5) collaboration and consultation, (6) transition, (7) vocational education, (8) parent involvement, and (9) other relevant cultural pluralistic issues.

SPED 5390 Professional Seminar
3 Semester Credit Hours (3 Lecture Hours)

Topics in Special Education vary with professional identification of participants.

SPED 5397 Special Education Field Experience
3 Semester Credit Hours (3 Lecture Hours)

A field-based experience in which the student will demonstrate competencies to design and/or implement IEP's for students with disabilities, including those who are English learners. Grade assigned will be "credit" (CR) or "no credit" (NC).

Prerequisite: SPED 5315, 5320 and 5380.

SPED 5399 Individualized Programs for Students with Exceptionalities: Practicum

1-3 Semester Credit Hours (1 Lecture Hour)

Field-based practicum based on Texas Educational Diagnostician standards. This course focuses on opportunity to gain extensive field experience in the administration and interpretation of assessment instruments and the development of individualized education programs. Instructor's permission required.

Prerequisite: CNEP 5371, 5374, SPED 5310 and 5315.

SPED 5696 Directed individual Study
1-6 Semester Credit Hours

May be repeated when topics vary.

SPED 6315 Individuals with Exceptionalities in the Schools
3 Semester Credit Hours (3 Lecture Hours)

Basic information and skills for working with individuals with exceptionalities in a variety of settings. Includes current trends, issues and research pertaining to individuals with disabilities. Students who have taken SPED 5315 may not enroll in SPED 6315.

SPED 6319 Introduction to Low-Incidence Disabilities
3 Semester Credit Hours (3 Lecture Hours)

This course introduces students to the field of low-incidence disabilities. Students will explore foundational concepts including: definitions and etiology, family and professional partnerships, special education law, and standards based Individualized Education Program (IEPs).

SPED 6320 Applications of Learning Principles
3 Semester Credit Hours (3 Lecture Hours, 3 Lab Hours)

This course prepares student(s) to use a variety of evidence-based approaches to increase student learning and minimize disruptive behavior.

SPED 6321 Supporting Access for Students with Low-Incidence Disabilities

3 Semester Credit Hours (3 Lecture Hours)

This course focuses on areas of universal design, assistive technology, and resources that support the learning and independence of diverse learners both in school and community settings. Class sessions will be held both on campus and in community settings.

SPED 6380 Behavior Intervention and Support for Students with Disabilities

3 Semester Credit Hours (3 Lecture Hours)

This course will focus on characteristics and classifications of children and adolescents with behavior disorders. Intervention orientations and associated education/treatment approaches for children and adolescents will be explained.

SPED 6385 Emergent Bilinguals in Special Education**3 Semester Credit Hours (3 Lecture Hours)**

The philosophical and legal foundations of bilingual special education and bilingual education in the United States will be examined. Bilingual special education and bilingual education will be defined and the rationale for these programs will also be explained. Moreover, language minority education program models will be described and aspects associated with bilingualism will be discussed. Special emphasis will be placed on a perusal of school-community dynamics relevant to language minority special education.

SPED 6386 Strategic Reading and Language Instruction for Students with High-Incidence Disabilities**3 Semester Credit Hours (3 Lecture Hours)**

This course focuses on reading and language strategies for teaching exceptional children, including those who are English learners. It is designed to give students an overview of strategic reading and writing instruction.

SPED 6387 Strategic Math and Content Area Instruction for Students with High-incidence Disabilities**3 Semester Credit Hours (3 Lecture Hours)**

This course focuses on content-area strategies for teaching exceptional children, including those who are English learners. It is designed to give students an overview of strategic mathematics and content area instruction.