

MASTER OF SCIENCE CURRICULUM AND INSTRUCTION- ADAPTED PHYSICAL ACTIVITY

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

Code	Title	Hours
ED 520	Education Research Literature and Techniques	3
Select 5 Supporting Courses from this list:		15
ED 530	Human Growth and Development for Educators	
ED 547	Evaluating Learning	
ED 551	Effective Strategies for Student Success	
ED 573	Leadership and Mentoring in Education	
SPED 540	Introduction to Exceptionalities	
SPED 542	Methods for Exceptional Learners I	
SPED 566	Behavior Management and Motivation	
Specialization in Adapted Physical Activity:		
Select 6 Specialization Courses from the list below:		18
KINE 501	Issues of Diversity and Inclusion in APA	
KINE 502	Teaching and Service Delivery in Adapted PE	
KINE 503	Assessment in Adapted PE	
KINE 504	PA, Health and Fitness in Special Populations	
KINE 505	Analysis of Clinical Experiences in APA	
KINE 506	Sport for People with Disabilities	
KINE 507	Advanced Topics in Physical Education and Sport Science	
Total Hours Required for Degree		36

Courses in Adapted Physical Activity

ED 500. Induction for Novice Teachers. 3 Hours.

Prerequisite: Employment in a local public school. This is systematic training and ongoing support for new teachers before the first day of public school and continuing throughout the first semester. Students in the Alternative Certification Program, those in POINTE: Partnering Opportunities Inspiring Novice Teacher Excellence (a Regents Initiative II program), and newly certified teachers are invited to participate to enhance their public school students achievement and for their own career satisfaction. The course will begin with two days in the summer of training for setting up their classrooms and gearing up for the first week of their teaching career. A Needs Assessment will be conducted during these sessions that will determine the topics of the speakers for the monthly seminars.

ED 503. Curriculum for Teaching Young Children. 3 Hours.

In this course, students will study research-based program models and curricula appropriate for both early childhood and developmentally delayed children.

ED 506. Classroom Management and Basic Law for Teachers. 3 Hours.

This course presents all aspects of classroom management from organizing classroom space to strategies for dealing with student behavior. Basic Texas education laws will be presented ranging from contracts to the First Amendment in schools. This course will prepare the student to feel confident not only on the first day of school but for the entire year. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 508. Introduction to Teaching. 3 Hours.

This course examines learning theories along with their impact on strategies for effective teaching. Educational measurement and evaluation (STAAR) used by schools will be studied. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 510. Clinical Practicum for Initial Teacher Certification. 6 Hours.

This course provides practical work in the public school setting which includes clinical teaching for the Graduate/Alternative Certification Program (ACP). Clinical teachers participate for 15 weeks in a public school setting. Teaching by the clinical teacher is directed and supervised by an Instructional Leadership Team (ILT). A required orientation and seminars will be offered which address various legal and ethical issues of education as well as current educational topics. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisite: Candidate must meet eligibility requirements for admission to the Alternative Certification Program and complete "Intent to do Clinical Practicum" by October 1.

ED 520. Education Research Literature and Techniques. 3 Hours.

This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Admission into the Educator Preparation Program or instructor permission.

ED 530. Human Growth and Development for Educators. 3 Hours.

This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 547. Evaluating Learning. 3 Hours.

This course addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

ED 551. Effective Strategies for Student Success. 3 Hours.

This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom. Prerequisite: ED 520.

ED 557. Innovative Learner-Centered Strategies for Student Success. 3 Hours.

This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. Course emphasis is centered on understanding theories and strategies that address the needs of a diverse population in the public school systems. Prerequisite: Must be admitted into the Alternative Certification Program.

ED 570. Strategies in Composition. 3 Hours.

This course engages students in research and evaluation of teaching composition, remedial, and creative writing. In addition, each student researches an area of special interest within the field of composition studies, writes a review of this research, and presents a summary of findings in an oral presentation to the class. This course is cross listed with ENG 570. Prerequisite: Instructor permission. Corequisite: ED 571.

ED 571. Improving Students' Writing in the School. 3 Hours.

Students analyze current research in composition and writing across the curriculum, with special emphasis upon the theoretical approach developed by the National Writing Project. Further, after researching an area of special interest, each student applies theoretical principles by developing a unit of instruction and presenting a demonstration. This course is cross listed with ENG 571. Prerequisite: Instructor permission. Corequisite: ED 570.

ED 573. Leadership and Mentoring in Education. 3 Hours.

This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. Prerequisite: ED 520.

ED 577. Public School Law for Teachers. 3 Hours.

This course educates current and future teachers to become legally literate. A study of the federal and state legal framework will serve as the foundation for a more in-depth investigation of the impact of, and relationship between, constitutional, statutory, administrative, and judicial (case) law on a teacher's personal and professional life. Prerequisite: None.

ED 578. Global Studies in Education. 3 Hours.

This course addresses the concepts and theoretical approaches of comparative education and investigates relevant global issues through international field experience and cultural immersion. Prerequisite: Course requires travel outside of the United States.

ED 580. Professional Certificates Practicum. 0 Hours.

This course is a zero schedule hour course required in the final semester of professional certificate and/or degree programs with certificate. During the practicum students are engaged in 160 clock hours of activity to demonstrate proficiency in each of the educator standards for the certificate class being sought. Prerequisite: Candidates must have the approval of the program coordinator and the university certification coordinator before enrolling in the course.

ED 585. Alternative Certification Program Supervised Internship. 3 Hours.

This course provides supervised experiences for interns on Probationary Certificates. A total of six hours, over two semesters, must be earned to be recommended for a Standard Certificate. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Meets admission requirements to the Alternative Certification Program and obtains Probationary Teaching Certification.

ED 589. Individual Study. 3 Hours.

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

ED 590. Curriculum Alignment for School Improvement. 3 Hours.

This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

ED 591. Interdisciplinary Curriculum Design. 3 Hours.

This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools across disciplines within a specific context. Prerequisite: Participation in a TISD co-hort.

ED 592. Interdisciplinary Curriculum Delivery. 3 Hours.

This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom within a specific context. Prerequisite: Participation in a TISD co-hort.

ED 593. Teaching in a Multicultural Setting. 3 Hours.

This course surveys the historical, psychological, social, and economic factors influencing pupil behavior in the public school setting. Students investigate in-depth cross-cultural studies and teaching strategies relating to subject matter and social-education experiences of major U.S. minority groups.

ED 597. Special Topics. 3 Hours.

This is an organized class designed to probe new curricula designs, instructional strategies, or evaluative techniques. May be repeated when topics vary.

KINE 501. Issues of Diversity and Inclusion in APA. 3 Hours.

The aim of this course is to sensitize students to the fact that diversity is part of life in our society, and teachers need to recognize and understand these differences. Pedagogical methods for including students into regular physical education settings, such as inclusion techniques for students with a disability, diverse games, and appropriate modification techniques, will be addressed. Appropriate intervention programs for various individuals with disabilities will be introduced and discussed.

KINE 502. Teaching and Service Delivery in Adapted PE. 3 Hours.

This course focuses on teaching strategies and approaches to motor skill acquisition for individuals with disabilities in EC-12 settings and community exercises programs. Instructional strategies and best practices of early childhood, elementary, middle/secondary, and community programs for people with disabilities in adapted physical education are covered. Emphasis is on collaboration among professional service providers such as special educators, general physical educators, and related service personnel (e.g., occupational, physical, and recreational therapists), as well other community agency staff. Practical based teaching is included during lectures, along with guest presentations on related disciplines and programs. Students are required to complete several onsite observation and case analysis for the semester. Prerequisite: admission to Master of Science of C&I program or other master degree program.

KINE 503. Assessment in Adapted PE. 3 Hours.

This course is designed to teach students assessment procedures of standardized tests and batteries. Eleven formal test and assessment instruments including, but not limited to, assessing the gross motor development, motor skill performance, and health-related physical activity/fitness of persons with disabilities, will be selected and introduced to students. The authentic procedures for assessing individuals with disabilities will be addressed. Students will learn to select, administer, and interpret assessment results, and how to use assessment results to develop the individualized education programs (IEPs) as the basis for instructional programs for individuals with disabilities. Functional assessment, program development and lead to the service delivery process will be also studied. Prerequisite: admission to Master of Science of C&I with specialization in Adapted Physical Education.

KINE 504. PA, Health and Fitness in Special Populations. 3 Hours.

This course aims at advancing participants' knowledge in physical activity as an important means of preventing health-related diseases and achieving lifelong health benefits for school children. Through lectures and self-directed laboratories, participants will engage in advanced study of evidence-based contemporary issues related to physical activity, health and fitness and growth and development. Emphasis will be placed on various theories and strategies for school leaders to promote physical activity through innovative curricular programming, implementing and evaluating.

KINE 505. Analysis of Clinical Experiences in APA. 3 Hours.

This course is designed to provide opportunities for students to use quantitative and qualitative techniques to gather and analyze information about teaching, coaching and PT clinical treatments. Students are required to complete three different clinical settings, and clinical experiences may include pre-school or early childhood programs, motor development and physical fitness programs for persons with disabilities, and school-based adapted physical education programs, including different local Olympic sports programs (volunteer or assistant coaching). Three credits of clinical experiential learning are required in the adapted physical education setting for those graduates who are in the EC-12 Physical Education Teacher Education Program.

KINE 506. Sport for People with Disabilities. 3 Hours.

This course is designed to give students content knowledge, pedagogical knowledge and practical experience with sports for individuals with disabilities. This course addresses how to modify the traditional sports and exercises specifically for persons with different disabilities. Various adaptations and modification techniques for the sports events in both Paralympic sports and Special Olympics will be introduced and practiced. Course content includes the legal aspects and health enhancing benefits for sport participation for persons with disabilities, developmental sport models (e.g. University model for Special Olympics), disability sport organizations, sport skill development, school and community advocacy and involvement, and interscholastic adapted sport programs. Out of class clinical/local sports competition experiences (either volunteer coaching or volunteer referee) are required for the course. Prerequisite: admission to Master of Science of C&I or other master degree program.

KINE 507. Advanced Topics in Physical Education and Sport Science. 3 Hours.

This course is a required course in the adapted physical education major emphasis. This course provides an opportunity for those students who select the non-thesis option to study a contemporary/controversial problem in Adapted Physical Education or Sport Science. The course consists of a study of important topics in adapted physical education, health, sport science, and teaching innovations. Students propose, develop, and analyze an issue or problem in the adapted physical education profession, and will conduct an in-depth analysis of the issue/problem. The course will be under an instructors' supervision; and, as the main form of evaluation, a research paper and an oral presentation are required to complete for this course.

SPED 520. Technology for Inclusion. 3 Hours.

This course focuses on developing students' understanding of learners with special needs and the use of assistive technologies (AT) to meet the needs of such learners in inclusive settings. Students will investigate inclusion, accessible design, and using technology to meet the objectives of Individualized Education Plans of students with disabilities.

SPED 525. Special Education Law. 3 Hours.

This course explores special education legislation (federal and state) influencing the current practices in public and private schools, agencies, communities, and public services relative to individuals with disabilities.

SPED 526. The Young Exceptional Child. 3 Hours.

The American population is increasingly diverse. It is critical that educators, especially early childhood and special educators, study child development from a multicultural perspective. Play is the work of young children, but children of different cultures utilize play in different ways. They also vary in the manner of communication and the manner in which they respond to adults. This course will familiarize students with research based program models and curricula that are appropriate for early childhood special education. Students will describe the characteristics of children in the early years of development who have special needs and explain the classroom adaptations that can be used to support their learning. Students will also describe appropriate social interactions, learning, language, play, and overall behaviors for young exceptional learners through a multicultural perspective.

SPED 527. Methods of Teaching Young Learners with Disabilities. 3 Hours.

In this course students will study research-based behavior management and instructional techniques appropriate for the instruction of early childhood children. Students will design and evaluate curricula using principles of developmentally appropriate practice for infants and children from birth to 5 years, including individualized, child-centered learning that is relationship-based, active, culturally sensitive and inclusive. Students will design effective family involvement and physical, social and instructional environments using universal design including applications of instructional and assistive technology for young children. Additionally, students will distinguish between young children with developmental disabilities and normally developing young children as they visit early childhood classrooms and PPCD classrooms.

SPED 540. Introduction to Exceptionalities. 3 Hours.

This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Prerequisite: Must be admitted into Alternative Certification Program.

SPED 541. Assessment and Instructional Planning. 3 Hours.

This course provides the student with experiences to develop competency in informal assessment procedures that address processing and learning. Students link the results of neurodevelopment assessment, curriculum-based assessment, and performance-based assessment to individualized instructional planning.

SPED 542. Methods for Exceptional Learners I. 3 Hours.

This course prepares teachers to meet the need of learners with moderate to severe disabilities, ages 3 to 21 years. The course content focuses on: methods of instruction for students with moderate to severe disabilities, research-based instructional interventions demonstrated to be effective with this specific population, and strategies to measure, document, and track student performance for the purpose of making evidence-based decisions and planning.

SPED 543. Methods for Exceptional Learners II. 3 Hours.

This course prepares teachers to meet the needs of learners with mild to moderate disabilities, ages 3 to 21 years. The course content focuses on: (1) methods of instruction for students with mild to moderate disabilities in inclusive settings; (2) research-based instructional interventions demonstrated to be effective with this specific population, and (3) strategies to measure, document, and track student performance for the purposes of making evidence-based decisions and planning.

SPED 547. Cognitive Assessment. 3 Hours.

This course provides the students with experiences to develop competent skills in individual cognitive assessment for children, adolescents, and adults. Specific emphasis is on the administration and interpretation of formal standardized instruments. Prerequisite: SPED 549.

SPED 548. Instructional Planning for Diagnosticians. 3 Hours.

This course provides the students with experiences needed to develop legal and educationally beneficial Individual Education Programs (IEPs). Students use assessment results to write Individualized Educational Plan goals, and investigate collaborative planning key stakeholders. Prerequisite: SPED 547 and SPED 549.

SPED 549. Achievement Assessment. 3 Hours.

This course emphasizes the administration of formal standardized instruments, and the use of results for instructional planning.

SPED 566. Behavior Management and Motivation. 3 Hours.

This course examines motivational and behavior management theories and strategies. The use of functional behavioral assessment, as well as its application to intervention planning, is emphasized along with current research, issues, and trends.

SPED 585. Practicum for Educational Diagnosticians. 1-3 Hours.

This course provides a platform for students in the Educational Diagnostician program to actively "shadow" a practicing diagnostician while they complete their professional activities in public school in meeting time management, assessment, collaboration, legal and ethical requirements of their position. Additionally, students will demonstrate competency in administering individual cognitive assessments using the Wechsler Intelligence Tests and Woodcock-Johnson Cognitive Assessment Battery for purposes of eligibility determination, diagnosis, and individualized instructional planning.

SPED 589. Individual Study. 1-3 Hours.

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract with approval of the instructor and dean.

SPED 597. Special Topic. 1-3 Hours.

Instructors will provide an organized class designed to cover areas of a specific topic. Students may repeat the course when topics vary.

Faculty

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