

# MASTER OF SCIENCE IN CURRICULUM AND INSTRUCTION- SPECIAL EDUCATION

## Admission Requirements

- Baccalaureate Degree
- Minimum of cumulative 3.0 GPA
- Letter of intent completed in the testing center
- Passing Score on the TExES exam or proof of standard Texas teaching certificate
- Résumé

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

## 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
<b>Interdisciplinary Core Courses</b>		
ED 520	Education Research Literature and Techniques	3
<b>Major Courses</b>		
ED 547	Evaluating Learning	3
ED 551	Effective Strategies for Student Success	3
ED 573	Leadership and Mentoring in Education	3
SPED 526	The Young Exceptional Child	3
SPED 527	Methods of Teaching Young Learners with Disabilities	3
<b>Supporting Courses</b>		
ED 503	Curriculum for Teaching Young Children	3
SPED 540	Introduction to Exceptionalities <sup>1</sup>	3
SPED 541	Assessment and Instructional Planning	3
SPED 542	Methods for Exceptional Learners I <sup>1</sup>	3
SPED 543	Methods for Exceptional Learners II	3
SPED 566	Behavior Management and Motivation	3
<b>Minimum Hours for Degree</b>		<b>36</b>

<sup>1</sup> Content in SPED 410 for SPED 540 or SPED 415 for SPED 542 may meet degree requirements if course completed in last 5 years with grade of B or above.

## Graduate Courses in Special Education

### 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 will address the components of a comprehensive assessment program to improve student achievement, the process and procedures to manage these systems, the differences and similarities between formative and summative assessment. The course considers the situational application of assessing student needs, developing instructional goals, designing instructional assessments to achieve goals, and evaluating students' work for improvement and achievement. Students will learn the importance of the alignment of the written, taught, and tested. 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 573. Leadership and Mentoring in Education. 3 Hours.**

ED573 is a core requirement for graduate students seeking a degree in Curriculum & Instruction or a prescribed elective for graduate students seeking master teacher certification. The course focuses on building leadership capacity with a focus on diversity, equity, and inclusion through the role of the master teacher. Techniques for effective consultation, mentoring, and coaching will be addressed along with specific strategies for professional collaboration. The content of this course will be included in comprehensive exams for degree seeking students. Prerequisite: ED 520.

**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.

**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 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 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.