

# Curriculum and Instruction - Undergraduate Programs

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The mission of the Department of Curriculum and Instruction is to prepare and support effective professional educators who can meet students' diverse academic, social, and personal needs. Department faculty members also contribute to education by generating and disseminating high-quality research, developing innovative programs to meet education needs, and through providing meaningful professional service.

The Department of Curriculum and Instruction offers the following undergraduate degrees:

- Bachelor of Arts in Education with EC-6 Bilingual Teacher Certification
- Bachelor of Arts in Education with EC-6 ESL Teacher Certification
- Bachelor of Arts in Education with 4-8 Middle-Level English Language Arts/Social Studies Teacher Certification
- Bachelor of Science in Education with 4-8 Middle-Level Math/Science Teacher Certification
- Bachelor of Science in Education with EC-12 Special Education and EC-6 Core Subjects Teacher Certification

Eligible degreed candidates may choose to apply for the post-baccalaureate program for initial teacher certification at the graduate level. See the [College of Education Web site \(http://www.uta.edu/coed/\)](http://www.uta.edu/coed/) or a graduate academic advisor for details.

## Field Experience

Application for clinical teaching is required a year in advance of your clinical teaching semester.

### EC-6 Field Experience

Early Childhood - 6th Grade ESL and Bilingual Field Experience occurs in the fall semester. Candidates enroll in three on-campus courses and spend one day per week in a public school classroom. In this classroom, they will work with a cooperating teacher and complete assignments from their on-campus courses. Candidates may be offered opportunities for employment as early childhood teaching assistants in a kindergarten setting. To be eligible to participate in EC-6 field experiences, candidates must have:

- Filed a degree plan with the COEd Advising Office
- Completed all core and support system courses
- Met all requirements (GPA, TSI complete, and prerequisite courses)
- Pass a criminal background check

### Middle-Level Field Experience

Middle Level teacher certification candidates participate in field experiences in both their junior and senior years in the program. Candidates receive two placements for field experiences, in an upper-grade classroom and in a lower-grade classroom. Candidates work with the same cooperating teachers both years. During the fall semester of the junior year, field experiences are a minimum of 20 hours. During the spring semester of the junior year, field experiences are a minimum of 40 hours. During the fall semester of the senior year, candidates are in their assigned field experience classrooms one day per week for ten weeks, five weeks at each placement. Candidates are also actively engaged in planning, teaching, and participating in the larger school events. To be eligible to participate in middle-level field experiences, candidates must have:

- Filed a degree plan with the COEd Advising Office
- Have a minimum GPA, not less than 2.75, for any applicant, that leads to a cohort average of 3.0 or higher.
- Completed the required content-area courses
- Earned a minimum GPA of 3.0 in all College of Education certification courses
- Pass a criminal background check

### EC-12 Special Education Field Experience

EC-12 Special Education teacher certification candidates participate in field experiences in both their junior and senior years in the program. During the fall semester of the junior year, field experiences are a minimum of 30 hours. During the spring semester of the junior year, field experiences are a minimum of 20 hours. During the fall semester of their senior year, candidates are in their assigned field experience classrooms one day per week for ten weeks, five weeks at an elementary placement and five weeks at a secondary placement (which includes middle level). Candidates are also actively engaged in planning, teaching, and participating in the larger school events. To be eligible to participate in middle-level field experiences, candidates must have:

- Filed a degree plan with the COEd Advising Office
- Have a cumulative or last 60 hours minimum GPA, not less than 2.75, that leads to a cohort average of 3.0 or higher

- Meet Texas Success Initiative standards
- Have 6 or fewer hours of core/content courses remaining
- Pass a criminal background check

### Secondary Field Experience

Field Experience for secondary teacher certification is a one-semester experience for candidates. During the 15-weeks field experience semester, secondary candidates spend five instructional clock hours and a one-hour planning period per week in their assigned schools working with cooperating teachers and secondary school students.

Eligible secondary certification candidates must make application for secondary field experience before the deadline early in the semester preceding the field experience assignment. Secondary field experience applications are then reviewed by partner schools, and candidates are subsequently assigned by the COEd Office of Educational Field Experiences to appropriate school sites (based on candidate's area of specialization and the partner school's needs).

For purposes of determining eligibility for field experience, all applicable grades, including those earned at other institutions, will be used in the calculation of grade point averages. Candidates are urged not to take more than 15 semester credit hours during the field experience semester.

To be eligible to participate in field experiences, secondary education candidates must:

- Have filed a degree plan with major academic department and have provided a copy to the COEd Advising Office
- Have a minimum GPA, not less than 2.75, for any applicant, that leads to a cohort average of 3.0 or higher.
- Have a minimum GPA of 3.0 in all COEd certification courses with a grade of C or better in all College of Education certification courses
- Attend a mandatory orientation to become familiar with the *Field Experience Handbook* and the requirements prior to beginning the field experience assignment
- Pass a criminal background check

## Clinical (Student) Teaching

**Early Childhood - 6th Grade ESL and Bilingual Clinical Teaching** is a full-time supervised and directed practice in an approved Pre-K- 6th grade classroom. Clinical teachers will have at least two placements. Clinical teaching lasts one semester; it begins with the school district calendar and ends with UTA Graduation.

**Middle-level 4th-8th Grade Clinical Teaching** is the final semester. They attend faculty meetings, parent-teacher conferences and professional development experiences, as well as regularly scheduled university seminars that involve presentations by partner school principals and university faculty. Clinical teaching lasts one semester; it begins with the school district calendar and ends with UTA Graduation.

**Early Childhood - 12th Grade Special Education Clinical Teaching** is a full-time supervised and directed practice in an approved EC-12th grade classroom. Clinical teachers will have at least two placements (elementary and secondary). Clinical teaching lasts one semester; it begins with the school district calendar and ends with UTA Graduation.

**Clinical Teaching for Secondary Certification** immediately follows the field experience semester for students seeking Secondary certification and All-level certification. Clinical teaching lasts one semester; it begins with the school district calendar and ends with UTA Graduation. Clinical teaching involves working full-time with cooperating teachers and grades 7-12 students in the school setting five days a week. Clinical teaching is considered full-time enrollment.

Candidates must attend a mandatory orientation to become familiar with the Clinical Teaching Handbook and the requirements prior to beginning the clinical teaching assignment.

For purposes of determining clinical teaching eligibility for all education candidates, the following must be completed:

- Have a minimum GPA, not less than 2.75, for any applicant, that leads to a cohort average of 3.0 or higher.
- 3.0 GPA in all College of Education certification courses with a grade of C or better in all College of Education certification courses.
- Additional requirements specific to each certification level.

## Oral Communication Competency Requirement

All students will satisfy the oral communication requirement during the professional development sequence leading to initial teacher certification. Students must complete the Field Experience semester with an acceptable evaluation of oral communication by university supervisors and assigned cooperating teachers in the field.

## Criminal History Acknowledgement

As required by Texas HB1508, applicants need to be aware of the following.

1. In order to receive educator certification in Texas, you must pass a criminal history background check.
2. If you have been convicted of an offense that is considered not appropriate for an educator, you could be ineligible to earn this certification from the state of Texas.
3. You have a right to request a preliminary criminal history evaluation letter from the Texas Education Agency prior to admission into this program. The Texas Education Agency currently charges a non-refundable \$50 fee for this criminal history evaluation.

For more information on Preliminary Criminal History Evaluation:

[https://tea.texas.gov/Texas\\_Educators/Investigations/Preliminary\\_Criminal\\_History\\_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/)

## Information for Out-of-State Students Who Complete COEd Programs

The Texas Education Agency (TEA) requires candidates seeking certification to complete all clinical teaching/practica in a TEA-approved site. Out-of-state students who do not complete the clinical teaching/practicum at a UTA College of Education and TEA-approved site and meet all other TEA requirements do not qualify for Texas educator certification. If seeking certification outside of Texas, please work with your state agency in the state in which you are seeking certification to determine eligibility and to complete any additional requirements. Please note that after successful completion of your UTA College of Education degree, you may request a memo indicating your degree completion. UTA cannot recommend out-of-state students for certification and cannot recommend out-of-state students to take Texas certification exam(s). Additionally, UTA faculty and staff cannot complete out-of-state form requests for individuals seeking certification, licensure, and/or endorsements in another state according to TEA.

## Professional Dispositions

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by the faculty and staff. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

## Changes

Program requirements may change as state/TEA certification requirements change.

## Admission, Enrollment and Program Continuation

### Eligibility for Admission and Enrollment

Students seeking admission to the College of Education must meet specific criteria established by the College of Education for unconditional admission:

- Satisfy credit hour requirements for admission to a degree plan.
- Application for admission.
- Submit transcripts from each college or university the student has attended (reflecting all current/completed semesters).
- Be TSI (Texas Success Initiative) complete
- Have a minimum GPA, not less than 2.75, for any applicant, that leads to a cohort average of 3.0 or higher.
- Any other assessment requirements deemed necessary by the College of Education.
- Students who have been suspended or expelled from The University of Texas at Arlington or any other university or program for reasons other than academic reasons may be denied admission or readmission to an educator preparation program in the College of Education.

Educator preparation program requirements are located on the College of Education website.

### Eligibility for Program Continuation

Each candidate for certification must:

- Demonstrate suitability for admission to the education profession.
- Demonstrate knowledge of and adherence to the Code of Ethics and Standard Practices for Texas Educators.
- Demonstrate the speech competencies associated with proficient oral communication in instructional settings. If a student is found to be deficient in these competencies, successful completion of COMS 3315 or an approved substitute will be required.
- Demonstrate progress through committee assessment of the teaching field(s) or specialization(s) and maintain a 3.0 GPA in all College of Education certification courses with a grade of C or better.
- See College of Education website for additional educator preparation program requirements.

Students/candidates who have been suspended or expelled from The University of Texas at Arlington or any other university or program for reasons other than academic reasons may be denied admission or readmission to an educator preparation program in the College of Education.

Our candidates must have a minimum overall grade point average of 2.75 or at least 2.75 in the last 60 semester credit hours of coursework. Students who do not meet the grade point average of 2.75 should consult a program advisor to determine their eligibility.

Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by the faculty and staff. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as "unacceptable" in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

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For more information on Preliminary Criminal History Evaluation:

[https://tea.texas.gov/Texas\\_Educators/Investigations/Preliminary\\_Criminal\\_History\\_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/)

## Degrees with Teacher Certification

### Bachelor of Arts in Education with EC-6 ESL Teacher Certification

#### Pre-Professional Courses

General Core Requirements (<http://catalog.uta.edu/academicregulations/degree requirements/generalcore requirements/>)

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ENGL 1301	RHETORIC AND COMPOSITION I
ENGL 1302	RHETORIC AND COMPOSITION II
ENGL 2309	WORLD LITERATURE
or ENGL 2319	BRITISH LITERATURE
or ENGL 2329	AMERICAN LITERATURE
FOUNDATIONAL COMPONENT AREA (3 hours)	
HIST 1301	HISTORY OF THE UNITED STATES TO 1865
HIST 1302	HISTORY OF THE UNITED STATES, 1865 TO PRESENT
POLS 2311	GOVERNMENT OF THE UNITED STATES
POLS 2312	STATE AND LOCAL GOVERNMENT
MATH 1302	COLLEGE ALGEBRA
MATH 1330	ARITHMETICAL PROBLEM SOLVING

Life and Physical Science (Biology recommended); 6 credit hours

Social/Behavioral Sciences

Creative Arts

#### Other Program Requirements

Foreign Language, two courses, Spanish preferred, at 1441 and 1442 level. No sign language.

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MATH 1331	GEOMETRICAL INFERENCE AND REASONING	3
MATH 1332	FUNCTIONS, DATA, AND APPLICATIONS	3
Select two of the following:		6
SCIE 3301	PHYSICAL SCIENCE - PHYSICS	
SCIE 3302	PHYSICAL SCIENCE - CHEMISTRY	
SCIE 3303	GEOLOGY, METEOROLOGY, AND OCEANOGRAPHY	
SCIE 3304	ASTRONOMY	
SCIE 3305	ENVIRONMENTAL SYSTEMS	
HIST 3345	TEXAS TO 1850	3

or HIST 3346	TEXAS SINCE 1845	
Early Childhood Support System - 7 hours at 2000 level or above including EDUC 2302. See advisor.		7
EDUC 2302 satisfies the first-year experience requirement if taken at UTA; if EDUC 2302 is not taken at UTA student must take UNIV 1101.		
BEEP 3381	INTRODUCTION TO SPECIAL LANGUAGE PROGRAMS	3
EDUC 3301	TEACHING DIVERSE LEARNERS	3
EDUC 4340	HUMAN GROWTH AND DEVELOPMENT	3
EDUC 4318	POSITIVE CLASSROOM MANAGEMENT	3
BEEP 4306	FAMILY LITERACY AND SECOND LANGUAGE ACQUISITION	3
BEEP 4385	SHELTERED ENGLISH INSTRUCTION	3
EDUC 4319	CLASSROOM ASSESSMENT	3
LIST 4373	LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING	3
LIST 4374	LITERACY LEARNING FOR EC-6 STUDENTS: LITERATURE AND LANGUAGE	3
LIST 4376	ASSESSMENT IN LITERACY LEARNING	3
ELED 4311	TEACHING MATHEMATICS IN EARLY AND ELEMENTARY EDUCATION	3
ELED 4312	TEACHING SCIENCE AND HEALTH IN EARLY AND ELEMENTARY EDUCATION	3
ELED 4314	TEACHING SOCIAL STUDIES AND FINE ARTS IN EARLY AND ELEMENTARY EDUCATION	3
BEEP 4384	LITERACY METHODS FOR ESL/BILINGUAL CLASSROOMS	3
ELED 4687	CLINICAL TEACHING IN EARLY AND ELEMENTARY EDUCATION	6
<b>Total Hours</b>		<b>120</b>

## Bachelor of Arts in Education with EC-6 Bilingual Teacher Certification

### Pre-Professional Courses

General Core Requirements (<http://catalog.uta.edu/academicregulations/degree requirements/generalcore requirements/>) 42

ENGL 1301	RHETORIC AND COMPOSITION I	
ENGL 1302	RHETORIC AND COMPOSITION II	
ENGL 2309	WORLD LITERATURE	
or ENGL 2303	TOPICS IN LITERATURE	
or ENGL 2319	BRITISH LITERATURE	
or ENGL 2329	AMERICAN LITERATURE	
HIST 1301	HISTORY OF THE UNITED STATES TO 1865	
HIST 1302	HISTORY OF THE UNITED STATES, 1865 TO PRESENT	
POLS 2311	GOVERNMENT OF THE UNITED STATES	
POLS 2312	STATE AND LOCAL GOVERNMENT	
MATH 1302	COLLEGE ALGEBRA	
MATH 1330	ARITHMETICAL PROBLEM SOLVING	

Life and Physical Science (Biology recommended); 6 credit hours

FOUNDATIONAL COMPONENT AREA (3 hours)

SOCIAL/BEHAVIORAL SCIENCES

CREATIVE ARTS

Program Requirements

Intermediate Spanish

SPAN 2313; Complete CLEP Test

SPAN 2314 (SPAN 2315 if fluent); complete CLEP Test

Advanced Spanish 6

SPAN 3305	ADVANCED SPANISH FOR HERITAGE SPEAKERS	
SPAN 3315	SPANISH COMPOSITION	
MATH 1331	GEOMETRICAL INFERENCE AND REASONING	3
MATH 1332	FUNCTIONS, DATA, AND APPLICATIONS	3

Select two of the following: 6

SCIE 3301	PHYSICAL SCIENCE - PHYSICS	
SCIE 3302	PHYSICAL SCIENCE - CHEMISTRY	
SCIE 3303	GEOLOGY, METEOROLOGY, AND OCEANOGRAPHY	

SCIE 3304	ASTRONOMY	
EDUC 2302	THE PROFESSIONAL EDUCATOR	3
EDUC 2302 satisfies the first-year experience requirement if taken at UTA; if EDUC 2302 is not taken at UTA student must take UNIV 1101.		
HIST 3345	TEXAS TO 1850	3
or HIST 3346	TEXAS SINCE 1845	
<b>Professional Courses</b>		
BEEP 3381	INTRODUCTION TO SPECIAL LANGUAGE PROGRAMS	3
BEEP 4305	BILITERACY DEVELOPMENT IN DUAL LANGUAGE PROGRAMS	3
BEEP 4302	IMPLEMENTATION OF EC-6 DUAL LANGUAGE CURRICULUM MODELS	3
EDUC 4340	HUMAN GROWTH AND DEVELOPMENT	3
EDUC 3301	TEACHING DIVERSE LEARNERS	3
LIST 4373	LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING	3
LIST 4376	ASSESSMENT IN LITERACY LEARNING	3
EDUC 4319	CLASSROOM ASSESSMENT	3
BEEP 4382	LITERACY INSTRUCTION IN SPANISH FOR THE BILINGUAL CLASSROOM	3
EDUC 4318	POSITIVE CLASSROOM MANAGEMENT	3
BEEP 4306	FAMILY LITERACY AND SECOND LANGUAGE ACQUISITION	3
BEEP 4311	MATH IN DUAL LANGUAGE SETTINGS	3
BEEP 4312	SCIENCE AND HEALTH EDUCATION IN DUAL LANGUAGE SETTINGS	3
BEEP 4314	CREATIVE ARTS AND SOCIAL STUDIES IN DUAL LANGUAGE SETTINGS	3
BEEP 4384	LITERACY METHODS FOR ESL/BILINGUAL CLASSROOMS	3
BEEP 4319	ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS IN EC-6 SETTINGS	3
BEEP 4687	CLINICAL TEACHING IN EC-6 BILINGUAL/ESL CLASSROOMS	6
<b>Total Hours</b>		<b>120</b>

#### Bachelor of Arts in Education with 4-8 Middle-Level English Language Arts/Social Studies Teacher Certification

##### Core Curriculum

General Core Requirements ( <a href="http://catalog.uta.edu/academicregulations/degree requirements/generalcore requirements/">http://catalog.uta.edu/academicregulations/degree requirements/generalcore requirements/</a> )		42
ENGL 1301	RHETORIC AND COMPOSITION I	
ENGL 1302	RHETORIC AND COMPOSITION II	
ENGL 2309	WORLD LITERATURE	
or ENGL 2319	BRITISH LITERATURE	
or ENGL 2329	AMERICAN LITERATURE	
HIST 1301	HISTORY OF THE UNITED STATES TO 1865	
HIST 1302	HISTORY OF THE UNITED STATES, 1865 TO PRESENT	
POLS 2311	GOVERNMENT OF THE UNITED STATES	
POLS 2312	STATE AND LOCAL GOVERNMENT	
MATH 1302	COLLEGE ALGEBRA	
MATH 1330	ARITHMETICAL PROBLEM SOLVING	
LIFE AND PHYSICAL SCIENCE (Biology recommended 6 hours)		
SOCIAL/BEHAVIORAL SCIENCE (3 hours)		
FOUNDATIONAL COMPONENT AREA (3 hours)		
CREATIVE ARTS (3 hours)		

##### Other Degree Requirements/Content

##### Intermediate-Level Foreign Language <sup>1</sup>

SPAN 2313	INTERMEDIATE SPANISH I	3
SPAN 2314	INTERMEDIATE SPANISH II	3

##### Social Studies Content

HIST 2321	WORLD HISTORY TO 1400	3
HIST 2322	WORLD HISTORY, 1400 TO THE PRESENT	3
HIST 3345	TEXAS TO 1850	3
HIST 3346	TEXAS SINCE 1845	3

ECON 2337	ECONOMICS OF SOCIAL ISSUES	3
GEOG 2302	HUMAN GEOGRAPHY	3
ENGL 3333	DYNAMIC TRADITIONS IN LITERATURE	3
ENGL 3371	ADVANCED EXPOSITION	3
ENGL 3384	STRUCTURE OF MODERN ENGLISH	3
ENGL 4370	RHETORIC AND COMPOSITION FOR SECONDARY SCHOOL TEACHERS	3
ENGL 4366	YOUNG ADULT LITERATURE	3
or ENGL 4365	CHILDREN'S LITERATURE	

**Early Education Coursework**

EDUC 2302	THE PROFESSIONAL EDUCATOR	3
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EDUC 2302 satisfies the first-year experience requirement if taken at UTA; if EDUC 2302 is not taken at UTA student must take UNIV 1101.

**Professional Courses**

EDUC 4340	HUMAN GROWTH AND DEVELOPMENT	3
SPED 3301	CHARACTERISTICS OF INDIVIDUALS WITH DISABILITIES	3
LIST 4378	TEACHING READING, WRITING, AND LITERATURE IN THE MIDDLE LEVEL GRADES	3
EDUC 3301	TEACHING DIVERSE LEARNERS	3
LIST 4343	CONTENT AREA READING AND WRITING	3
EDUC 4318	POSITIVE CLASSROOM MANAGEMENT	3
EDUC 4319	CLASSROOM ASSESSMENT	3
LIST 4376	ASSESSMENT IN LITERACY LEARNING	3
ELED 4314	TEACHING SOCIAL STUDIES AND FINE ARTS IN EARLY AND ELEMENTARY EDUCATION	3
LIST 4373	LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING	3

**Clinical Teaching**

EDUC 4647	CLINICAL TEACHING IN MIDDLE/SECONDARY SCHOOL/ALL-LEVEL CLASSROOMS	6
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**Total Hours****120**

<sup>1</sup> Credit for the Beginner Foreign Language (1441 & 1442) is required prior to taking the intermediate levels (Spanish is preferred; no sign language).

**Bachelor of Science in Education with 4-8 Middle-Level Math/Science Teacher Certification****Core Curriculum**

ENGL 1301	RHETORIC AND COMPOSITION I	3
ENGL 1302	RHETORIC AND COMPOSITION II	3
ENGL 2303	TOPICS IN LITERATURE	3
or ENGL 2309	WORLD LITERATURE	
or ENGL 2319	BRITISH LITERATURE	
or ENGL 2329	AMERICAN LITERATURE	

Foundational Component Area		3
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HIST 1301	HISTORY OF THE UNITED STATES TO 1865	3
HIST 1302	HISTORY OF THE UNITED STATES, 1865 TO PRESENT	3
POLS 2311	GOVERNMENT OF THE UNITED STATES	3
POLS 2312	STATE AND LOCAL GOVERNMENT	3
MATH 1302	COLLEGE ALGEBRA	3
MATH 1308	ELEMENTARY STATISTICAL ANALYSIS	3
BIOL 1441	BIOLOGY I FOR SCIENCE MAJORS: CELL AND MOLECULAR BIOLOGY (required)	4
BIOL 1442	BIOLOGY II FOR SCIENCE MAJORS: ECOLOGY AND EVOLUTION	4

SOCIAL/BEHAVIORAL SCIENCE (3 hours)		3
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CREATIVE ARTS (3 hours)		3
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**Program Requirements**

MATH 1330	ARITHMETICAL PROBLEM SOLVING	3
MATH 1331	GEOMETRICAL INFERENCE AND REASONING	3
MATH 1332	FUNCTIONS, DATA, AND APPLICATIONS	3
MATH 4350	PRECALCULUS FOR MID-LEVEL MATHEMATICS TEACHERS (Capstone I: Fall Only)	3



MATH 4351	CALCULUS FOR MID-LEVEL MATHEMATICS TEACHERS (Capstone II: Spring Only)	3
BIOL 3454	GENERAL ZOOLOGY	4
or BIOL 3427	PLANT SCIENCE	
SCIE 3301	PHYSICAL SCIENCE - PHYSICS	3
SCIE 3302	PHYSICAL SCIENCE - CHEMISTRY	3
or CHEM 1451	CHEMISTRY FOR HEALTH SCIENCES	
SCIE 3303	GEOLOGY, METEOROLOGY, AND OCEANOGRAPHY	3
SCIE 3304	ASTRONOMY (MATH/SCIENCE/TECHNOLOGY ELECTIVE)	3
MATH 1303	TRIGONOMETRY	3
or MATH 1325	ANALYTIC GEOMETRY	
or MATH 3313	INTRODUCTION TO PROBABILITY	
PHYS 1302	PHYSICS FOR NON SPECIALISTS II	3
or GEOL 1302	EARTH HISTORY	
or BIOL 3454	GENERAL ZOOLOGY	
or BIOL 3427	PLANT SCIENCE	
Note: Each elective/choice course above must be an elective/choice course not already taken (courses will not count more than once).		
EDUC 2302	THE PROFESSIONAL EDUCATOR	3
EDUC 2302 satisfies the first-year experience requirement if taken at UTA; if EDUC 2302 is not taken at UTA student must take UNIV 1101.		
EDUC 4340	HUMAN GROWTH AND DEVELOPMENT	3
EDUC 4344	TEACHING IN MIDDLE/SECONDARY SCHOOL SCIENCE CLASSROOMS	3
LIST 4378	TEACHING READING, WRITING, AND LITERATURE IN THE MIDDLE LEVEL GRADES	3
EDUC 4345	TEACHING IN MIDDLE/SECONDARY SCHOOL MATHEMATICS CLASSROOMS	3
LIST 4343	CONTENT AREA READING AND WRITING	3
EDUC 4318	POSITIVE CLASSROOM MANAGEMENT	3
EDUC 3333	STEM EDUCATION IN THE PK-12 CONTEXT	3
EDUC 4319	CLASSROOM ASSESSMENT	3
SPED 3301	CHARACTERISTICS OF INDIVIDUALS WITH DISABILITIES	3
EDUC 3301	TEACHING DIVERSE LEARNERS	3
EDUC 4647	CLINICAL TEACHING IN MIDDLE/SECONDARY SCHOOL/ALL-LEVEL CLASSROOMS	6
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> One Texas History may be taken in place of one US History: HIST 3345 or HIST 3346.

## Bachelor of Science in Education with EC-12 Special Education and EC-6 Core Subjects Teacher Certification

### Core Curriculum

<u>General Core Requirements</u> ( <a href="http://catalog.uta.edu/academicregulations/degree/requirements/generalcore/requirements/">http://catalog.uta.edu/academicregulations/degree/requirements/generalcore/requirements/</a> )		42
ENGL 1301	RHETORIC AND COMPOSITION I	
ENGL 1302	RHETORIC AND COMPOSITION II	
ENGL 2303	TOPICS IN LITERATURE	
or ENGL 2309	WORLD LITERATURE	
or ENGL 2329	AMERICAN LITERATURE	
FOUNDATIONAL COMPONENT AREA (3 hours)		
HIST 1301	HISTORY OF THE UNITED STATES TO 1865	
HIST 1302	HISTORY OF THE UNITED STATES, 1865 TO PRESENT	
POLS 2311	GOVERNMENT OF THE UNITED STATES	
POLS 2312	STATE AND LOCAL GOVERNMENT	
MATH 1302	COLLEGE ALGEBRA	
MATH 1330	ARITHMETICAL PROBLEM SOLVING	
LIFE AND PHYSICAL SCIENCES (Biology recommended) 6 hours		
SOCIAL/BEHAVIORAL SCIENCES (3 hours)		
CREATIVE ARTS (3 hours)		



Other Degree Requirements/Content Course		
HIST 3345	TEXAS TO 1850	3
or HIST 3346	TEXAS SINCE 1845	
MATH 1331	GEOMETRICAL INFERENCE AND REASONING	3
MATH 1332	FUNCTIONS, DATA, AND APPLICATIONS	3
SCIE 3301, SCIE 3302, SCIE 3303, SCIE 3304 (must take two of the listed SCIE courses for a total of six hours)		6
EDUC 2302	THE PROFESSIONAL EDUCATOR	3
EDUC 2302 satisfies the first-year experience requirement if taken at UTA; if EDUC 2302 is not taken at UTA student must take UNIV 1101.		
EDUC 3301	TEACHING DIVERSE LEARNERS	3
SPED 3301	CHARACTERISTICS OF INDIVIDUALS WITH DISABILITIES	3
SPED 4307	SPECIAL EDUCATION LEGAL AND POLICY ISSUES	3
EDUC 4318	POSITIVE CLASSROOM MANAGEMENT	3
EDUC 4340	HUMAN GROWTH AND DEVELOPMENT	3
ELED 4314	TEACHING SOCIAL STUDIES AND FINE ARTS IN EARLY AND ELEMENTARY EDUCATION	3
ELED 4311	TEACHING MATHEMATICS IN EARLY AND ELEMENTARY EDUCATION	3
SPED 3302	APPLIED BEHAVIOR ANALYSIS FOR TEACHERS	3
SPED 4304	ASSISTIVE TECHNOLOGY	3
SPED 4301	STRATEGIES FOR TEACHING INDIVIDUALS WITH HIGH INCIDENCE DISABILITIES: READING AND WRITING	3
SPED 4302	COLLABORATIVE PRACTICES AND TRANSITION PLANNING IN SPECIAL EDUCATION	3
LIST 4373	LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING	3
LIST 4376	ASSESSMENT IN LITERACY LEARNING	3
EDUC 4319	CLASSROOM ASSESSMENT	3
SPED 4303	ADVANCED CONTENT AREA STRATEGIES FOR TEACHING INDIVIDUALS WITH DISABILITIES	3
ELED 4312	TEACHING SCIENCE AND HEALTH IN EARLY AND ELEMENTARY EDUCATION	3
SPED 4601	PRACTICUM IN SPECIAL EDUCATION	6
SPED 4687	CLINICAL TEACHING IN EC-6 AND SPECIAL EDUCATION	6
<b>Total Hours</b>		<b>120</b>

## COURSES

### **ELED 4311. TEACHING MATHEMATICS IN EARLY AND ELEMENTARY EDUCATION. 3 Hours.**

Principles of integration of mathematics concepts in relation to cognitive development. Emphasis on developing dispositions promoting scientific investigation and appropriate objects, materials, activities and programs to assist in assimilation of mathematics concepts. Course will also address the instructional needs and appropriate assessment of all students in inclusive, multicultural and multilingual classrooms for this content area; 20 hours field-based experiences required. Prerequisite: ELED 4312, ELED 4314. Taken concurrently with BEEP 4385.

### **ELED 4312. TEACHING SCIENCE AND HEALTH IN EARLY AND ELEMENTARY EDUCATION. 3 Hours.**

Principles of integration of science and health concepts in relation to cognitive, socio-emotional, and psychomotor development. Emphasis on developing dispositions promoting scientific investigation and appropriate objects, materials, activities and programs to assist in assimilation of science and health concepts. Course will also address the instructional needs and appropriate assessment of all students in inclusive, multicultural and multilingual classrooms for this content area; 20 hours field-based experiences required. Prerequisite: Taken concurrently with ELED 4314.

### **ELED 4314. TEACHING SOCIAL STUDIES AND FINE ARTS IN EARLY AND ELEMENTARY EDUCATION. 3 Hours.**

Examination of materials, methods, content, and assessment learning experiences associated with elementary social studies and fine arts. Content areas include history, geography, economics, government, citizenship, culture, science, technology and society. Opportunities to demonstrate applications in field settings. Course will also address the instructional needs and appropriate assessment of all students in inclusive, multicultural, and multilingual classrooms for this content area; 20 hours field experiences required. Prerequisites: Taken concurrently with ELED 4312.

### **ELED 4317. GROWTH, DEVELOPMENT, AND LEARNING THEORY. 3 Hours.**

Examination of the relationship between major theories and principles of cognitive, socio-emotional, and psychomotor development and EC-6 student learning, home-school connections, and behavior in the classroom. Emphasis on environmental and cultural influences on children's development and learning, prenatal through age 12. Prerequisite: ELED 4311, ELED 4312, ELED 4314.

### **ELED 4321. CLASSROOM MANAGEMENT, PEDAGOGY, AND PRACTICES IN EC-6 EDUCATION. 3 Hours.**

A study of developmentally appropriate curriculum and methods for elementary classrooms, including diversity, assessment, behavior guidance and management, planning instruction, and creating a positive learning environment. Course will also address instructional needs and appropriate assessment of all students in inclusive, multicultural, and multilingual classrooms. Field observations required. Prerequisites: EDUC 4316, ELED 4317.

**ELED 4687. CLINICAL TEACHING IN EARLY AND ELEMENTARY EDUCATION. 6 Hours.**

Full-day, Monday - Friday, supervised and directed clinical teaching in university-approved EC-6 classrooms. Candidates will have two placements: one in PK-2 and one in grade 3-6. Clinical teaching must immediately follow the field-based experiences semester. Candidates will follow the school district's calendar, and report to the classroom all day and each day of the semester. Prerequisites: ELED 4311, ELED 4312, ELED 4314, ELED 4317, BEEP 4306, BEEP 4384; LIST 4373, LIST 4374, LIST 4376, EDUC 3301, EDUC 4318, EDUC 4319.

**ELED 5309. TRENDS AND ISSUES IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION. 3 Hours.**

In-depth analysis of current research and practical articles on trends and issues in early childhood and elementary education. Emphasis on the evaluation and impact of historical, political, and social policy; overview of legislation and advocacy on behalf of young children.

**ELED 5312. EC6: INSTRUCTIONAL STRATEGIES IN SCIENCE. 3 Hours.**

Study of principles of integration of content in EC-6 classrooms with focus on science concepts and cognitive development. Emphasis on developing dispositions toward scientific inquiry and the use of appropriate objects, materials, activities, and programs to assist in the learning of science concepts.

**ELED 5315. CLINICAL TEACHING. 3 Hours.**

Clinical teaching in candidate's certification area(s). This semester-long experience will help candidates apply theory and research to practice.

**ELED 5317. THEORIES OF CHILD DEVELOPMENT AND LEARNING. 3 Hours.**

Human growth and development, including developmental anomalies, from birth through middle childhood with emphasis on cognitive, social, emotional, and physical growth. Attention is given to current research regarding establishment of learning environments that foster development of the child's self-concept, cognitive competencies, oral language and literacy development, and positive social behaviors including appreciation of diversity among individuals and groups.

**ELED 5318. FOUNDATIONS IN EC6 EDUCATION. 3 Hours.**

An overview of historical and philosophical influences and current research in early and elementary education on promoting educational environments that support development of the whole child. Attention is given to the development and implementation of appropriate EC-6 curricula and programs that extend and integrate learning experiences of children, including the home-school relationship; 20 hours field experiences required.

**ELED 5319. EC6 EDUCATION: INSTRUCTIONAL STRATEGIES IN MATHEMATICS. 3 Hours.**

Study of principles of integration of content in EC-6 classrooms with focus on mathematics concepts and cognitive development. Emphasis on developing dispositions toward the use of appropriate objects, materials, activities, and programs to assist in learning of mathematics concepts.

**ELED 5320. EC6 EDUCATION: INSTRUCTIONAL STRATEGIES IN SOCIAL STUDIES AND THE CREATIVE ARTS. 3 Hours.**

Study of principles of integration of content in EC-6 classrooms with focus on social studies, the creative arts, and cognitive and socio-emotional development. Emphasis on developing dispositions promoting awareness of self and others, and the study of group dynamics involved in the socialization process in a diverse community. Strategies for enhancing creativity and risk-taking characteristics in EC-6 classrooms.

**ELED 5321. EC-6: CLASSROOM MANAGEMENT & INSTRUCTIONAL STRATEGIES. 3 Hours.**

This course explores a variety of effective classroom management and instructional strategies which include developmentally appropriate, research-based, and anti-biased curricular and materials to teach the core content subjects of English language arts, mathematics, science, and social studies in ESL elementary classrooms. This course also examines challenges to inquiry-based instruction, including those related to assessment, behavior guidance and management, planning instruction, and diversity; 20 hours of field observations are required.

**ELED 5390. SELECTED TOPICS IN ELEMENTARY EDUCATION. 3 Hours.**

An examination of different topics related to elementary education. This course may be repeated for credit with permission.

**ELED 5391. INDEPENDENT RESEARCH. 3 Hours.**

Research over a topic agreed upon between the student and instructor. May be repeated for credit with permission.

## COURSES

**SPED 3301. CHARACTERISTICS OF INDIVIDUALS WITH DISABILITIES. 3 Hours.**

This course focuses on the characteristics of students with mild disabilities and their (a) related academic and social outcomes, and (b) implications for assessment and intervention. The course is specifically designed for students who seek certification in teaching children with mild disabilities, to include children who are defined by Federal and state regulations as experiencing learning disabilities (LD), intellectual disability (ID), emotional and/or behavioral disabilities (EBD), and attention deficit disorders/hyperactivity disorders (ADD/ADHD).

**SPED 3302. APPLIED BEHAVIOR ANALYSIS FOR TEACHERS. 3 Hours.**

This course is designed to present students with applied behavior analysis strategies and tactics to ensure they are able to make effective instructional decisions and to evaluate the results of those decisions. Procedures covered in class include those to accelerate, decelerate, and maintain student academic and social behavior. Application of learning theory, measurement procedures, and verification of functional relationships will be emphasized. Knowledge of current significant research in Applied Behavior Analysis will be facilitated through research readings.

**SPED 4301. STRATEGIES FOR TEACHING INDIVIDUALS WITH HIGH INCIDENCE DISABILITIES: READING AND WRITING. 3 Hours.**

This course is designed to prepare future special educators to plan and provide content area instruction to elementary and secondary students with mild disabilities in reading and writing. Course content will include information on assessment, curriculum and instruction, and the professional role as a teacher of students with mild disabilities.

**SPED 4302. COLLABORATIVE PRACTICES AND TRANSITION PLANNING IN SPECIAL EDUCATION. 3 Hours.**

The purpose of this course is to learn about the concepts, tools, and strategies considered essential for effective collaboration and teamwork. Methods of collaborating and consulting with other professionals in the field of education and family members of students with disabilities will be discussed. Transition planning and collaborative interagency issues related to transition will be examined. Context, process, and content of collaborative school consultation will be presented.

**SPED 4303. ADVANCED CONTENT AREA STRATEGIES FOR TEACHING INDIVIDUALS WITH DISABILITIES. 3 Hours.**

This course is designed to prepare future special educators to plan and provide content area instruction to elementary and secondary students with disabilities across the content areas. Course content will include information on assessment, curriculum and instruction, and the professional role as a teacher of students with disabilities.

**SPED 4304. ASSISTIVE TECHNOLOGY. 3 Hours.**

This course will address the use of technology in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals experiencing disabilities including learning disabilities, intellectual impairments, sensory and physical impairments. Current developments and research findings concerning rehabilitative, adaptive, and learning technologies applied to needs of individuals with learning, intellectual, physical, or sensory disabilities will also be addressed. Topics include selection and evaluation, instructional and administrative applications, and personal productivity tools.

**SPED 4307. SPECIAL EDUCATION LEGAL AND POLICY ISSUES. 3 Hours.**

This introductory course will discuss historical legal foundations of special education and the present legal and policy challenges facing the field. Course content will include information on the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act. Students will also understand how important rules from the court system have interpreted laws governing special education and how current policies and issues could impact special education. At the undergraduate level, special focus will be given to applied aspects of the law (e.g., Individualized Education Plans; ARD meetings, etc.).

**SPED 4601. PRACTICUM IN SPECIAL EDUCATION. 6 Hours.**

This course is designed to provide practical opportunities for the pre-service candidate to develop skills in assessment and instruction of individuals with severe disabilities. In addition to providing direct services, an important component of the practicum is to collaborate with both classroom and school staff regarding all aspects of service provision. Finally, general professional protocol is emphasized in this course including dependability, attitude, and communication skills (both written and spoken).

**SPED 4687. CLINICAL TEACHING IN EC-6 AND SPECIAL EDUCATION. 6 Hours.**

Supervised and directed clinical teaching in student's targeted area of certification. The student will be assigned full time for the Independent School District calendar. Required seminars provide students with theory to integrate and apply during clinical teaching. Students will apply theory and research to practice through daily teaching and interaction with students, major assignments, and data analysis of practice. Prerequisite: Completion of program coursework, program approval.

**SPED 5301. CHARACTERISTICS OF INDIVIDUALS WITH DISABILITIES. 3 Hours.**

This introductory course focuses on the characteristics of students with mild disabilities and their (a) related academic and social outcomes, and (b) implications for assessment and intervention. The course is specifically designed for students who seek certification in teaching children with mild disabilities, to include children who are defined by Federal and state regulations as experiencing learning disabilities (LD), intellectual disability (ID), emotional and/or behavioral disabilities (EBD), and attention deficit disorders/hyperactivity disorders (ADD/ADHD). Graduate level students' understanding will be assessed and measured through additional readings and assignments designed to encourage deeper thinking regarding classroom level interventions for students with disabilities.

**SPED 5302. APPLIED BEHAVIOR ANALYSIS FOR TEACHERS. 3 Hours.**

This course is designed to present students with applied behavior analysis strategies and tactics to ensure they are able to make effective instructional decisions and to evaluate the results of those decisions. Procedures covered in class include those to accelerate, decelerate, and maintain student academic and social behavior. Application of learning theory, measurement procedures, and verification of functional relationships will be emphasized. Graduate level students' understanding will be assessed and measured through the direct application of concepts in the field and a written functional behavioral assessment inclusive of a behavior intervention plan.

**SPED 5303. COLLABORATIVE PRACTICES AND TRANSITION PLANNING IN SPECIAL EDUCATION. 3 Hours.**

This course focuses on the concepts, tools, and strategies considered essential for effective collaboration and teamwork. Methods of collaborating and consulting with other professionals in the field of education and family members of students with disabilities will be discussed. Transition planning and collaborative interagency issues related to transition will be examined. Graduate students will facilitate a mock ARD and transition planning meeting.

**SPED 5304. INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES. 3 Hours.**

This course is designed to prepare future special educators to plan and provide specialized instruction to elementary and secondary students with mild disabilities in reading, writing, mathematics, and across the content areas. Course content will include information on assessment, curriculum and instruction, and the professional role as a teacher of students with mild disabilities. Graduate students will demonstrate mastery of evidence-based practices for students with disabilities by teaching a lesson.

**SPED 5305. ADVANCED LEARNING DISABILITIES. 3 Hours.**

This course is designed to teach the definitions, characteristics, theories, and etiologies of students with specific learning disabilities. Students will analyze definitions of specific learning disabilities from the Individuals with Disabilities Education Act and professional learning disability organizations. Students will also analyze research describing the nature and characteristics of learning disabilities and how to best serve these students in an educational setting.

**SPED 5306. ASSISTIVE TECHNOLOGY. 3 Hours.**

This course will address the use of technology in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals experiencing disabilities including learning disabilities, intellectual impairments, sensory and physical impairments. Students will examine current developments and conduct research concerning rehabilitative, adaptive, and learning technologies applied to needs of individuals with disabilities.

**SPED 5307. SPECIAL EDUCATION LEGAL AND POLICY ISSUES. 3 Hours.**

This introductory course will discuss historical legal foundations of special education and the present legal and policy challenges facing the field. Course content will include information on the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act. Students will also understand how important rules from the court system have interpreted laws governing special education and how current policies and issues could impact special education. At the undergraduate level, special focus will be given to applied aspects of the law (e.g., Individualized Education Plans; ARD meetings, etc.).

**SPED 5308. ADVANCED INTELLECTUAL DISABILITIES. 3 Hours.**

This course is designed to teach the definitions, characteristics, theories, and etiologies of students with intellectual disabilities. Students will analyze definitions of intellectual disabilities from the Individuals with Disabilities Education Act and professional intellectual disability organizations. Students will also analyze research describing the nature and characteristics of intellectual disabilities and how to best serve these students in an educational setting.

**SPED 5309. THE NEUROSCIENCE OF TYPICAL & ATYPICAL LANGUAGE DEVELOPMENT. 3 Hours.**

This course will examine the many levels of language including phonetics, phonology, semantics, syntax and pragmatics from both functional and neuroscientific perspectives. This will be closely tied to language acquisition and early language development. The focus on the pre-reading years will provide a solid basis for further study of literacy-related skills and overall learning. Sub-skills and precursors of reading will be examined from a neurological point of view and applied to researching reading difficulties as well as the teaching and learning in the classroom. Course offered as EDUC 5362 and SPED 5309; co-list credit will be granted only as one.

**SPED 5310. ADVANCED BEHAVIORAL DISORDERS. 3 Hours.**

This course will cover advanced principles, concepts, and practices related to educating students with Emotional/Behavioral Disorders and other IDEA disabilities categories with behaviorally related characteristics. Emphasis will be on school-based services, including advanced instructional and behavioral interventions for improving academic, social, and behavioral outcomes, as well as mental health and juvenile justice services.

**SPED 5311. CLASSROOM ASSESSMENT OF STUDENTS WITH DISABILITIES. 3 Hours.**

This course is designed to equip teachers with practical assessment strategies for students with a wide range of disabilities. Course content will include standardized norm-referenced assessments, curriculum-based assessment, curriculum-based measurement, and other progress monitoring strategies. Students will create various assessment tools and plans to collect meaningful instructional data from students with disabilities.

**SPED 5312. SPECIAL EDUCATION FIELD EXPERIENCE. 3 Hours.**

This course is designed to engage students in multiple field-based activities such as, direct observations, functional-behavior assessments, data-based instruction and decision making, and research as part of an independent field experience. At the conclusion of the field experience, students will be assessed on a written product and presentation (e.g., portfolio, research poster). Prerequisite: All other courses in program sequence; requires approval.

**SPED 5313. SINGLE SUBJECT RESEARCH. 3 Hours.**

This course is designed to provide students an introductory overview of single subject research methodology. Course content will include quality indicators of single subject research that can lead to identifying effective interventions. Students will design and implement a single-subject experiment.

**SPED 5314. CURRENT TOPICS IN SPECIAL EDUCATION AND RESEARCH. 3 Hours.**

This course is designed to discuss current events in special education with a focus on both practice and research. Students will think critically about intended and unintended consequences of various policy and practice issues. Specific topics for the course will be influenced by current policy concerns, problems of practice, and student interests.

**SPED 5315. MULTI-TIERED SYSTEM OF SUPPORT. 3 Hours.**

This course will focus on multi-tiered system of support frameworks for integrating instruction, evidence-based interventions, and assessments to meet the academic and behavior needs of all students. Specific frameworks such as, response to intervention and positive behavioral interventions and supports will be emphasized as systems for prevention of disabilities and identification of students with learning disabilities and emotional and behavioral disorders.

**SPED 5316. ADVANCED APPLIED BEHAVIORAL ANALYSIS. 3 Hours.**

This course is designed to present graduate students in special education with applied behavior analysis strategies and tactics to ensure they are able to make effective instructional decisions and to evaluate the results of those decisions in accordance with the master's degree program and initial and advanced licensure standards. This course is intended for students with foundational knowledge of Applied Behavior Analysis (ABA). Students will be required to plan, implement, and evaluate an applied behavior analysis project with a student in an educational setting.

**SPED 5317. AUTISM SPECTRUM DISORDERS. 3 Hours.**

This course focuses on the characteristics and issues encountered by individuals who experience autism spectrum disorders. Students will analyze definitions of ASD provided by IDEA, DSM-V, and professional organizations. Emphasis will be on characteristics, school-based and post-secondary supports, Applied Behavior Analysis (ABA), and assistive technology.

**SPED 5318. MEDICAL AND PHYSICAL MANAGEMENT OF STUDENTS WITH MULTIPLE DISABILITIES. 3 Hours.**

This course is designed to provide students with an examination of how the medical and physical needs of students affect a teacher's design of instruction. The medical and physical aspects of a wide variety of orthopedic, musculoskeletal and sensory disorders, as well as the educational models of intervention and service delivery for individuals with multiple disabilities will also be discussed.

**SPED 5319. METHODS OF TEACHING STUDENTS WITH MODERATE/SEVERE DISABILITIES AND AUTISM. 3 Hours.**

This course is designed to prepare future special educators to plan and provide specialized instruction to elementary and secondary students with moderate/severe disabilities and Autism Spectrum Disorders. Course content will include information on assessment and evidence-based instructional practices for academic, functional, adaptive, and behavioral skills. Students will demonstrate mastery of evidence-based practices for students with moderate/severe disabilities and Autism Spectrum Disorders and receive feedback on the implementation of these practices.

**SPED 5320. CHARACTERISTICS OF STUDENTS WITH SEVERE DISABILITIES. 3 Hours.**

This course focuses on the characteristics and issues encountered by individuals who experience severe and profound levels of intellectual disabilities. Characteristics addressed include learning, behavioral, social-emotional, and communicative abilities. Special emphasis is placed on implementing evidence-based practices and empirically supported treatments.

**SPED 5601. CLINICAL TEACHING. 6 Hours.**

Supervised and directed clinical teaching in student's targeted area of certification. The student will be assigned full time for the Independent School District calendar. Required seminars provide students with theory to integrate and apply during clinical teaching. Students will apply theory and research to practice through daily teaching and interaction with students, major assignments, and data analysis of practice. Prerequisite: Must complete all other courses in sequence first; permission required.