Department of Interdisciplinary Learning and Teaching

Mission Statement
The mission of the Department of Interdisciplinary Learning and Teaching is to:

- Advance the intellectual and professional development of students and faculty through research, critical reflection and dialogue, social responsibility, and transformative leadership;
- Promote equality and social justice by advocating for educational change and reform; and
- Nurture the personal and professional integrity of all learners.

The Department of Interdisciplinary Learning and Teaching offers the following degrees: the Master of Arts in Education and the Doctor of Philosophy in Interdisciplinary Learning and Teaching.

- Master of Arts in Education (p. 1)
  - Curriculum and Instruction Concentration (p. 2)
  - Early Childhood and Elementary Education Concentration (p. 2)
  - Instructional Technology Concentration (p. 2)
  - Literacy Education Concentration (p. 3)
  - Special Education Concentration (p. 3)
  - Teacher Certification Concentrations within the Master of Arts Degree in Education (p. 3)
- Doctor of Philosophy in Interdisciplinary Learning and Teaching (p. 3)

Master of Arts Degree in Education
Curriculum and Instruction Concentration
Early Childhood and Elementary Education Concentration
Instructional Technology Concentration
Literacy Education Concentration
Special Education Concentration

The Master of Arts (M.A.) degree in Education offers the opportunity for advanced study and professional development programs in five fields of concentration:

Education concentrations provide specialized degree plans in one or more areas of program emphasis so that students may choose a plan suitable to their needs and objectives. Degree plans are designed to offer the opportunity to gain advanced levels of knowledge and professional competency for students engaged in or concerned about educational activity in schools, colleges, and other public or private institutions and agencies. Credit toward graduate-level certificates and certificate endorsements may be earned in conjunction with work toward the Master’s degree in most programs. Programs with a thesis option emphasize the development of research competencies critical to continued graduate-level study.

Program Admission Requirements
Applicants without adequate preparation in education may be required to complete preparatory courses as a condition of admission. Individuals who do not meet the University-wide graduate admission grade point average standard may be required to submit Graduate Record Examination (GRE) scores for consideration in admission decisions. Some concentrations may also require GRE scores because of licensing regulations. International students must have a minimum score of 79 on the TOEFL Internet-based test, 550 on the TOEFL paper-based test, or 6.5 on the IELTS. Contact the Graduate Advisor of Record for the M.A. in Education for more information.

Degree Requirements
Education degrees have three required components: a core of common courses, a program emphasis, support work, and a comprehensive examination.

A. Core courses common to all concentrations:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>C&amp;I 5003</td>
<td>Theory of Curriculum and Instruction</td>
<td>3</td>
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<tr>
<td>EDU 5003</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ILT 5003</td>
<td>Principles of Interdisciplinary Learning and Teaching</td>
<td>3</td>
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B. Program emphasis. The program emphasis must consist of at least 12 semester credit hours in one of the fields of concentration.

C. Support work. Each student is required to select additional courses, with the approval of the program advisor and the Graduate Advisor of Record, to complete the degree requirements of 33 semester credit hours (with thesis) or 36 hours (without thesis). At least nine semester credit hours must support the concentration. Three additional hours must be taken with the approval of the Graduate Advisor of Record. In some degree programs, support work may consist of additional courses in the area of concentration.

D. Comprehensive experience. The comprehensive experience for the Master of Arts in Education varies depending on the students’ selected concentration. Students must contact the Graduate Advisor of Record or their academic advisor for further details.

Total Credit Hours: 33-36

Summary of Degree Options
Option I. Thesis option
A. Core:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>C&amp;I 5003</td>
<td>Theory of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ILT 5003</td>
<td>Principles of Interdisciplinary Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5003</td>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

The University of Texas at San Antonio
B. Concentration. At least 12 semester credit hours of coursework to form a program emphasis in a single concentration.

C. Support work. 3 semester credit hours in an approved statistics course or an additional research course.

D. Thesis: 6

Enrollment in appropriate section of Master’s Thesis course as determined by thesis advisor.

Total Credit Hours 36

Option II. Nonthesis option

A. Core:
- C&I 5003 Theory of Curriculum and Instruction 3
- ILT 5003 Principles of Interdisciplinary Learning and Teaching 3
- EDU 5003 Research Methods 3

B. Concentration. At least 12 semester credit hours of coursework to form a program emphasis in a single concentration.

C. Support work. No more than 12 semester credit hours as follows:
- 9 hours of support courses 9
- 6 hours of approved electives 6

Total Credit Hours 33

Master of Arts Degree in Education – Curriculum and Instruction Concentration

This concentration creates a context that nurtures interdisciplinary learners who have an understanding of engagement in curriculum and instruction theory, research, practice, policy, and critical issues. The concepts of curricular innovation and teaching excellence are stressed in conjunction with expanded knowledge of content fields and applied research. Courses with these goals include:

- C&I 5003 Theory of Curriculum and Instruction 3
- C&I 5013 Curriculum, Instruction and Assessment 3
- C&I 6103 Research in Action 3
- C&I 6673 Policy and Critical Issues in Teaching 3
- or C&I 7123 Critical Perspectives in Curriculum and Instruction 3

Total Credit Hours 12

Students who want to specialize in a teaching field may do so by taking courses in that field to support the concentration in Curriculum and Instruction. Students should see the graduate advisor for information about this option. C&I 5003 Theory of Curriculum and Instruction is part of the general core required of all students in the M.A. in Education, and C&I 5013 Curriculum, Instruction and Assessment and C&I 6103 Research in Action are required for all students in the C&I concentration. In addition, students in the C&I concentration must take either C&I 6673 Policy and Critical Issues in Teaching or C&I 7123 Critical Perspectives in Curriculum and Instruction for fulfillment of the requirements in the C&I concentration. Students should see their faculty graduate advisor for information about teacher certification option.

Curriculum and Instruction concentration emphases include:
- Curriculum and Instruction Specialist
- Curriculum Studies
- Environmental Education
- Mathematics Education

• Middle School Education
• Science Education
• Social Studies Education
• Teacher Leadership

Master of Arts Degree in Education – Early Childhood and Elementary Education Concentration

This concentration is designed to allow professionals the opportunity to acquire knowledge and skills for effective instruction and care, leadership, and advocacy in early childhood and elementary education in a diverse society. Emphasis is on integrating reflective practices with current research perspectives for practical applications. The focus is also on advancing the research and knowledge base in fields of early childhood and elementary education. The program is flexible within areas of emphasis that include child development, early childhood leadership and advocacy, early literacies, family studies, inclusive education and teaching. Teaching emphasis is for individuals seeking teacher certification. Please see graduate advisor regarding teaching option.

In addition to the core curriculum classes required for all students seeking a Master’s degree, courses required for this concentration area (15 semester credit hours) include:

- ECE 5133 Language and Discourse Development in Preschool–Primary Children 3
- ECE 5503 Theoretical Foundations of Early Childhood and Elementary Education 3
- ECE 6453 Assessment and Evaluation in Early Childhood and Elementary Education 3
- ECE 6653 Action Research in Childhood Settings 3
- ECE 6423 Advanced Studies in Play 3

Total Credit Hours 15

Master of Arts Degree in Education – Instructional Technology Concentration

The Instructional Technology concentration focuses on the theoretical foundations and applications of technology-supported and culturally-relevant learning environments in formal and informal settings for both EC-12 and adult populations. Emphasis is placed on the design, application, and evaluation of emergent technologies in educational settings. This concentration is designed for students seeking to expand their knowledge of instructional technology as well as those seeking leadership roles in this area. Courses required for this concentration are:

- IST 5003 Foundations of Instructional Technology 3
- IST 5313 Development of Instructional Technology 3
- IST 5343 Instructional Design Theory 3
- IST 5703 Technology and Learning Cultures 3

Total Credit Hours 12

Students must take 12 hours of IST coursework to satisfy the support work requirement for the Master’s degree. All coursework and course substitutions must be approved by the student’s program advisor prior to registration.
Master of Arts Degree in Education – Literacy Education Concentration

This concentration is designed to provide theory, research, knowledge, and field experiences for students who plan to teach literacy. Reading and writing are presented as linguistic, cognitive, and sociocultural processes within the language system and in relation to other language arts. Students select from five specialized areas of study: teaching focus, research focus, Reading Specialist Certification, writing focus, and literature focus. The teaching area is designed for teachers and offers flexibility to pursue an area of one’s own interest. The research area is designed for students who want to pursue research in literacy; students in this area typically pursue the thesis option. The reading specialist certification area leads to completion of requirements of the State Board for Educator Certification as a reading specialist. Students planning to pursue the reading specialist certification area must apply and be accepted into this program. This area includes the five courses for Master Reading Teacher (MRT) endorsement. The writing and literature foci allow students to develop specialized knowledge in these areas.

Students interested in one of the five concentrations (including the reading specialist certificate or the Master Reading Teacher endorsement) should see an advisor for further instructions about the requirements for the Literacy Education concentration. Students must meet with their academic advisor for a list of required core courses for this concentration.

Master of Arts Degree in Education – Special Education Concentration

The concentration in Special Education is designed for those students seeking an opportunity for initial, additional, or advanced preparation for educating individuals with disabilities in a variety of settings. It is intended to offer students the opportunity for the acquisition of knowledge, competencies and understanding, to develop and apply skills for effective instructional practices in working with individuals with disabilities. The special education and related courses must be approved by the student’s program advisor prior to enrolling in courses.

In addition to the core courses required for all students seeking the Master’s degree, the following courses are required for this concentration area (15 semester credit hours):

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPE 5403</td>
<td>Survey of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5503</td>
<td>Applied Behavior Analysis for Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>SPE 5513</td>
<td>Curriculum and Instructional Applications for Children and Youth in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SPE 6403</td>
<td>Ethically and Culturally Responsive Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SPE 6623</td>
<td>Seminar on Current and Critical Issues in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Certification Option

Students interested in seeking teacher certification in special education should see an advisor for further instructions about the requirements for this program.

Applied Behavior Analysis Option

Students interested in becoming eligible to take the Board Certified Behavior Analyst (BCBA) Examination should see an advisor for further instructions about the requirements for this program.

Teacher Certification Concentrations within the Master of Arts Degree in Education

Students interested in acquiring teacher certification within the Master’s degree can choose from among the following concentrations:

- All-level Special Education
- EC–6 Generalist
- 4–8 Math, Science
- 8–12 Math, Science

Special admission requirements and state and programmatic requirements for these teacher certification concentrations apply in addition to the requirements for the graduate degree. Please contact the Coordinator of Graduate Certification Programs in the College of Education and Human Development for further information.

Doctor of Philosophy Degree in Interdisciplinary Learning and Teaching

The Doctor of Philosophy in Interdisciplinary Learning and Teaching (ILT) is a degree program that examines learning and teaching from an interdisciplinary perspective; focusing on varied approaches to teaching and learning from within and across various disciplines. The foundations of the program are: how teaching and learning are addressed within disciplines, how they may intersect with one another, and how each discipline maintains its uniqueness while sharing commonalities with other disciplines.

The Doctoral program objectives include:

1. Preparation of educational researchers who examine the theories, philosophies and multiple paradigms that inform learning and teaching from an interdisciplinary perspective with respect to the varied ways of knowing, situated cognition, and sociocultural contexts, as well as curricular and instructional development;

2. Development of educational leaders who seek ways to address educational and societal issues through multiple perspectives and will work to make major contributions to the improvement of education for culturally, linguistically, and economically diverse populations across the human lifespan; and,

3. Preparation of educational researchers to assume the roles of university and community college faculty members, public school teachers/leaders, and adult education and human resource development educators who address, analyze, evaluate and reform learning and teaching through interdisciplinary approaches in varied sociocultural contexts.

Program Admission Requirements

Admission to the Ph.D. program is limited, and therefore, competitive. Meeting recommended criteria does not ensure admission. Admission to the doctoral degree program occurs once per year in the Fall Semester. The following factors for admission into the doctoral program will be considered by the ILT Doctoral Program Committee:
1. A master’s degree with a minimum of 33 semester credit hours (with thesis) or 36 semester credit hours (without thesis) in an education field, such as early childhood and elementary education, special education, curriculum, instructional technology, literacy education, or in an academic discipline, such as history, mathematics, the sciences, humanities, or fine arts;

2. An official master’s degree transcript documenting a grade point average (GPA) of 3.25 or higher;

3. For applicants whose native language is not English, the submission of a Test of English as a Foreign Language (TOEFL) score of no less than 550 on the paper-based test (PBT), 79 on the Internet-based test (iBT), or 6.5 on the IELTS. See general UTSA graduate admission guidelines in Chapter 1 of this catalog for further details;

4. Three letters of recommendation from faculty, supervisors or professional affiliations attesting to the student’s academic and professional attributes for success in the program and potential for contributing substantially to a field of study related to the degree;

5. A written statement of purpose which includes: (a) reason(s) for pursuing a doctorate in ILT; (b) a biographical overview of experiences related to education; (c) professional goals; and (d) scholarly and/or research interests;

6. Graduate Record Examination (GRE) test scores not older than five years;

7. A professional curriculum vitae demonstrating experience in a work environment where education was the primary professional emphasis;

8. Agreement to participate in an interview, if so invited.

Degree Requirements

Program degree requirements include a minimum of 60 semester credit hours in research methods, core courses, cognate courses, doctoral research seminar, and dissertation courses. Students pursuing the Ph.D. in Interdisciplinary Learning and Teaching will be required to pass a qualifying examination prior to admission to candidacy. All candidates will be required to submit a scholarly contribution in the form of a dissertation as partial fulfillment of requirements for this degree. Students pursuing the Ph.D. in Interdisciplinary Learning and Teaching will be required to complete an on-campus residence taking at least 6 semester credit hours per semester or summer term for three consecutive semesters. For more information, refer to Doctoral Degree Regulations in Chapter 5 of this catalog.

A. Research Methods Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ILR 7643</td>
<td>Advanced Application of Research on ILT</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7013</td>
<td>Overview of Research Design for Instructional Inquiry</td>
<td>3</td>
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</tbody>
</table>

6 semester credit hours of approved research methods courses selected from within the College of Education and Human Development (recommended: 3 hours of qualitative research methodology and 3 hours of quantitative research methodology).

B. Core Courses:

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<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ILT 7003</td>
<td>Exploration of Interdisciplinary Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7133</td>
<td>Socio-constructivist and Cognitivist Perspectives on Interdisciplinary Learning &amp; Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7143</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7153</td>
<td>Critical Cultural Perspectives on Interdisciplinary Learning and Teaching</td>
<td>3</td>
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</tbody>
</table>

C. Cognate Courses:

Students select a cognate area in academic disciplines/fields related to research interests. Courses are selected from graduate offerings throughout the University and students must meet prerequisites for enrollment.

D. Doctoral Research Seminar and Doctoral Dissertation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILT 7891</td>
<td>Doctoral Seminar in Interdisciplinary Learning and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>ILT 7983</td>
<td>Doctoral Dissertation (required to be repeated a minimum of 9 credit hours)</td>
<td>9</td>
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</tbody>
</table>

Total Credit Hours: 60

Curriculum and Instruction (CI) Courses

C&I 5003. Theory of Curriculum and Instruction. (3-0) 3 Credit Hours.

An examination of theoretical structures underlying curriculum considerations and the implications of these for the work of responsible curriculum decision-makers at all levels, including administrators, instructional supervisors, and classroom teachers.

C&I 5013. Curriculum, Instruction and Assessment. (3-0) 3 Credit Hours.

Prerequisite: C&I 5003. Examination of different pedagogical approaches to the teaching and learning process in schools, with emphasis on the development of curriculum for classroom instruction, evaluation, organization, and management.

C&I 5043. Classroom Management and Motivation. (3-0) 3 Credit Hours.

A detailed investigation of various theories and models of classroom management and motivation. Topics include behavior modification, assertive discipline, control theory, and the concept of the democratic classroom. (Credit cannot be earned for both C&I 5043 and EDP 5043.).

C&I 5523. Metacognitive Learning Principles. (3-0) 3 Credit Hours.

Metacognition as a foundational learning construct is considered first as it is presented in the literature and then as a lived experience of reflective practice. Core questions include: What are ways of knowing? How does one know what and how one knows? What are appropriate metacognitive strategies across curricular contexts? Each participant will explore motivation with three foci: theory, practical application toward the self and practical application toward others. (Same as ECE 6753. Credit cannot be earned for both ECE 6753 and C&I 5523.).

C&I 5663. Topics in Curriculum and Instruction. (3-0) 3 Credit Hours.

Students are provided the opportunity for in-depth study of specialized areas of curriculum and instruction. The course may be repeated for credit when topics vary. Only 6 hours may be applied to the degree.

C&I 5703. Secondary School Curricula. (3-0) 3 Credit Hours.


C&I 5723. Integrating Reading and the Language Arts. (3-0) 3 Credit Hours.

Study of reading processes and instructional practices and examination of ways reading can be related to writing, speaking, and listening. Emphasizes development of integrated language arts curriculum and instruction from primary through secondary school.
C&I 5743. Secondary Literacy Development, Diagnosis and Practicum. (3-0) 3 Credit Hours.
Principles and techniques for teaching higher-level reading and comprehension skills to adolescents. Attention to developing reading programs and to literacy learning in various academic subjects in middle and high schools. Strategies for meeting the needs of the wide range of ability levels found in secondary schools. (Formerly titled “Reading in the Secondary School.”).

C&I 5753. Literature for Children. (3-0) 3 Credit Hours.
This course focuses on diverse genres and formats of children’s literature and examines current issues, practices, and perspectives in the field.

C&I 5763. Diagnosis and Practicum in Reading. (3-0) 3 Credit Hours.
Prerequisite: C&I 5723. Multidisciplinary approach to diagnosis and remediation of reading problems, with special attention to cognitive, sociolinguistic, and emotional factors that may impede learning. Application of diagnostic and remedial procedures with individual children through a guided field-based practicum.

C&I 5793. Seminar in Reading Supervision. (3-0) 3 Credit Hours.
Prerequisites: C&I 5723, C&I 5763 and C&I 5823 or C&I 5743. Organization of developmental and remedial reading and writing programs. Selection of appropriate materials. Techniques and procedures for maintaining quality programs, including staff selection and in-service training. The role of research in improving the teaching of reading and writing.

C&I 5813. Adult Literacy. (3-0) 3 Credit Hours.
Examination of the acquisition and development of reading and writing in adult populations. Reviews research and issues relevant to the teaching of reading and writing to adults. (Same as ALT 5813. Credit cannot be earned for both ALT 5813 and C&I 5813.).

C&I 5823. Early Literacy Development, Diagnosis and Practicum. (3-0) 3 Credit Hours.
Study of the literacy development of young children from birth to the point of acquisition of conventional reading and writing ability. Examines young children’s emergent literacy concepts and behaviors and considers ways that early childhood educators can develop appropriate approaches to teaching reading and writing in classroom settings. (Formerly titled “Reading and Writing Development in Early Childhood.”).

C&I 5833. Picture Books and the Practice of Literacy. (3-0) 3 Credit Hours.
This course focuses on the picture book. The course will investigate the formal properties of picture books, the potential of picture books for enabling literacy development, and how children and young adults interact with them. The course will include aesthetic theory, theories of text-picture relationships, theories of literacy and literary understanding, and will attempt to forge connections among these theories. Research on children’s engagement with (and responses to) picture books will also be included.

C&I 5843. Young Adult Literature. (3-0) 3 Credit Hours.
This course is designed to provide opportunities for students to become familiar with young adult literature and to examine current issues, practices, and perspectives about this field of study.

C&I 5873. Critical Issues and Topics in Literacy Assessment. (3-0) 3 Credit Hours.
Examination of techniques to assess student reading and writing. Considers strengths and weaknesses of assessment tools such as standardized tests, informal observations, and portfolios, and ways educators may best use the results from these approaches to provide appropriate instruction for all students. (Formerly titled “Assessment Issues and Practices in Reading.”).

C&I 5933. Service-Learning. (3-0) 3 Credit Hours.
History, rationale, research, methodology, and outcomes of service-learning. Students will conceptualize, plan, and participate in a service-learning project. Emphasis is on how service can be incorporated into curriculum with a primary focus on learning.

C&I 6023. Supervision: Tools and Techniques. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. A study of impact strategies in instructional supervision and the development of communication and interpersonal skills needed for working with teachers. (Same as EDL 6023. Credit cannot be earned for both C&I 6023 and EDL 6023.).

C&I 6033. Survey of Reading Research. (3-0) 3 Credit Hours.
Prerequisites: C&I 5723, C&I 5763, and EDU 5003. Registration with approval of instructor only; students must be in the final 12 hours of program to enroll. A review of past and current literature and research concerning the reading process, curricula, and instructional practice. Provides an opportunity for students to acquire critical analysis skills in evaluating research. (Formerly C&I 5783. Credit cannot be earned for both C&I 6033 and C&I 5783.).

C&I 6043. Survey of Writing Research. (3-0) 3 Credit Hours.
This course is designed to review theory, research, and school practices on the writing process and assessment of writing. Theory and research across the fields of the history of, and human development in, writing, rhetoric and written communication, genre studies, author-audience relations, and creative expression will be considered. The course examines relationships between inside of school and outside of school writing, and the transition from oral to written communication. Approaches for analyzing and helping students overcome writing difficulties across the disciplines will be examined.

C&I 6053. Instructional Supervision. (3-0) 3 Credit Hours.
Prerequisites: C&I 5003 and C&I 5013. The analysis and application of curriculum development theory and research on models, policies, and issues related to the teaching and learning process in the professional development of teachers. Study of impact strategies and interpersonal skills in instructional supervision.

C&I 6063. Research in Subject Matter Fields. (3-0) 3 Credit Hours.
Prerequisite: C&I 5003. A study of various past and current educational philosophies, purpose and methods of educational research including research of content, pedagogy, technology, and research on teaching and learning of concepts and skills, standards and assessments. Examination and in-depth discussion of existing links between educational research in specific subject fields and classroom practice. May be offered in: Science; Mathematics; Social Studies; English Language Arts; Foreign Languages; Physical and Health Education; Interdisciplinary. May be repeated once for credit (for a total of 6 hours) when disciplines vary.
C&I 6073. Multiple Literacies Using Critical Perspectives. (3-0) 3 Credit Hours.
In our globalized and high-tech world, multiliteracy has taken on many meanings going beyond monocultural/monolingual contexts and literal representations of language. In this course, we will explore research-based and pedagogical definitions and applications of multiliteracy through a critical lens, including new information and communications media, domain-specific literacies, and literacies that fall outside of the ever-shrinking “mainstream” (e.g., English learners, students from working-class backgrounds, etc.).

C&I 6103. Research in Action. (3-0) 3 Credit Hours.
Action research across diverse contexts. The course includes a consideration of history and definitions of action research, and an analysis of its purpose, process, and theoretical foundations. Students will engage in practitioner-based research strategies such as observations, interviews, and document analysis and conceptualize, plan, and conduct an action research study. (Credit cannot be earned for both C&I 6103 and ECE 6653.).

C&I 6133. Curriculum in International Contexts. (3-0) 3 Credit Hours.
This course explores curriculum through comparative analysis of education practices in international contexts. Questions include: How is learning approached globally? How does a global perspective on curriculum transform local and global educational practices?.

C&I 6303. Advanced Methods in Subject-Matter Fields. (3-0) 3 Credit Hours.
Prerequisite: C&I 5003 or consent of instructor. Course sections are designed to offer students the opportunity to develop skill in instructional methodology specifically related to and derived from the characteristics of the discipline taught: Science; Mathematics; Social Studies; Language Arts; Foreign Languages; Physical and Health Education; Interdisciplinary; Environmental Education. May be repeated for credit when disciplines vary.

C&I 6513. Grant Writing. (3-0) 3 Credit Hours.
Grant writing basics and specifics. The course is designed to help educators learn how to conceptualize, write, and submit a grant application. Students will learn how to identify funding entities, develop a theoretical and research base for grants, create timelines, and utilize grant-writing strategies.

C&I 6603. Middle Grades Theory, Research and Practice. (3-0) 3 Credit Hours.
Exploration of theory supporting the middle grades as a separate schooling experience for young adolescents (ages 10–15); research about principles and practices of middle school concepts, teaching at the middle school level, young adolescent development, curriculum, instruction, assessment, etc. (Formerly C&I 5603. Credit cannot be earned for both C&I 6603 and C&I 5603.).

C&I 6613. Nature and Meaning of Science in Education. (3-0) 3 Credit Hours.
This course focuses on the nature and meaning of science, with special emphasis on the role of science in educational environments. Participants will be asked to take a critical perspective on questions, such as: “What is science?” and “What about science is most important for a student to know?” The course will address: the nature of scientific disciplines (the theories and problems which characterize them); the relationship between theory and empirical work; and the role of science learning and teaching in pre-K–16 environments. This course provides a broad foundation for subsequent curriculum development, instructional design, and research into the teaching and learning of the sciences. (Formerly C&I 5613. Credit cannot be earned for both C&I 6613 and C&I 5613.).

C&I 6623. Inquiry in Science Education. (3-0) 3 Credit Hours.
This course focuses on how to choose and develop appropriate “hands-on, minds-on” science inquiry explorations for EC–16 grade levels. Settings include laboratory and classroom contexts, as well as informal science education. Students enrolled in this course will have the opportunity to become critical consumers by “doing” inquiry, “thinking” about inquiry, and ‘applying’ inquiry through a metacognitive process. Learners have opportunities to reflect on traditional science classroom environments in comparison with multiple inquiry methodologies. (Formerly C&I 5623. Credit cannot be earned for both C&I 6623 and C&I 5623.).

C&I 6633. Science for All? Equity and Agency in Science Education. (3-0) 3 Credit Hours.
Focus on equity and agency issues in science education as they relate to diverse demographics and communities. Questions such as “Whose science and for whom? Who participates, and who does not? Whose voice is heard, and who is silent?” are the threads that connect investigations, such as whether and how policy demands are met in practice and how federal, state, and local institutional policies impact classroom contexts. Agency is explored both as a process of becoming aware of and confident in one’s ability to impact the community at large, as well as an expression and hallmark of democratic settings. Participants will critically evaluate assessment models that are intended to provide alternatives to standardized testing practice. Topics include, but are not limited to, large-scale issues such as existing models and changing paradigms, curricular ownership, and systemic reform, as well as more fine-grained issues such as the practice and effects of ability grouping and tracking. (Formerly C&I 5633. Credit cannot be earned for both C&I 6633 and C&I 5633.).

C&I 6643. Middle Grades Policy and Critical Issues. (3-0) 3 Credit Hours.
Exploration of policy and examination of critical issues (e.g., funding, mandated assessments, parent involvement) affecting middle schools.

C&I 6653. History of Mathematics. (3-0) 3 Credit Hours.
A study of major historical mathematical events, the evolution of mathematics from ancient times to the present and contributions of various mathematicians. Examination of the development of several branches of mathematics, including but not limited to number theory, algebra, geometry, probability, and calculus.

C&I 6673. Policy and Critical Issues in Teaching. (3-0) 3 Credit Hours.
Prerequisites: C&I 5003 and C&I 5013. Study of critical issues in school. Investigation of research, practices, and policies related to special education, bilingual and multicultural education, early childhood education, middle and secondary schools and other current broad-based social issues. (Formerly C&I 5673. Credit cannot be earned for both C&I 6673 and C&I 5673.).

C&I 6683. Theory, Research and Practice in Social Studies Education. (3-0) 3 Credit Hours.
Analysis and application: theories of learning and teaching that influenced social studies education. Current research in social studies education will be examined and analyzed. The impact that these theories and research have upon current social studies educational practices will be investigated.
C&I 6693. History, Policy and Critical Issues in Social Studies Education. (3-0) 3 Credit Hours.
This course will present both the history and foundations of social studies education in America and how these have evolved over time. Students will investigate policies that impact social studies education from both historical and current viewpoints. Students will study, debate, and form a position on the research, practices and policies related to current critical issues in social studies education.

C&I 6733. Fundamentals of Environmental Education. (3-0) 3 Credit Hours.
Provides educators with the knowledge and skills necessary to incorporate quality environmental education into their instruction and curriculum. Explores the explanation of the theory, history, definition, national standards, and goals of environmental education. Provides an understanding of the professional roles and instructional methods and assessment strategies of environmental educators within the context of environmental education.

C&I 6773. Environmental Education in the Curriculum. (3-0) 3 Credit Hours.
An exploration of the integration of environmental concepts and environmental education curricula into the total school curriculum. Using local, accessible outdoor locations, students will explore the many aspects that come together to create a “Sense of Place.” This course will assist students to discover and interpret the natural history and critical environmental issues of their local communities through a variety of mediums. It is designed for educators who want to help learners of all ages to discover the wonders and intricacies of the natural world.

C&I 6783. Theory and Practice of Mathematics. (3-0) 3 Credit Hours.
Study of different theories of learning and teaching mathematics and analysis of practices which support these theories. In-depth discussion of contemporary critical issues in mathematics classrooms, standards, and assessments.

C&I 6803. San Antonio Writing Project Summer Institute. (3-0) 3 Credit Hours.
Prerequisite: Must apply and be accepted into the San Antonio Writing Project Summer Institute. Concurrent enrollment in C&I 6813 is required. This course is designed to provide opportunities for teachers to engage in a writing workshop, research applications of writing in classrooms, explore their own writing, and examine how to use writing in their classrooms effectively across all content areas from pre-K through university level academics.

C&I 6813. Advanced San Antonio Writing Project Summer Institute. (3-0) 3 Credit Hours.
Prerequisite: Must apply and be accepted into the San Antonio Writing Project Summer Institute. Concurrent enrollment in C&I 6803 is required. This course provides opportunities for professional growth and development, study of writing theory, and professional growth through writing. Students will research, develop and present demonstrations of best practices in writing.

C&I 6923. Mentoring. (3-0) 3 Credit Hours.
Description, analysis, and appraisal of mentoring for prospective and practicing teachers. In addition to learning about the review of research on mentoring, the course focuses on the examination of content, processes, roles, and responsibilities in interactions of mentors and teachers of prekindergarten through high school. (Formerly C&I 5923. Credit cannot be earned for both C&I 6923 and C&I 5923.)

C&I 6931. Curriculum and Instruction Practicum. (0-0) 1 Credit Hour.
An exploration of the teaching profession. Required field experience for all graduate-level teacher certification students.

C&I 6933. Curriculum and Instruction Practicum. (0-0) 3 Credit Hours.
An exploration of the teaching profession. Required field experience for all graduate-level teacher certification students.

C&I 6943. Instructional Internship in Teaching. (0-0) 3 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. May be taken for teaching internship or student teaching. May be repeated for credit, but not more than 6 hours may be applied toward the M.A. in Education degree.

C&I 6946. Instructional Internship in Teaching. (0-0) 6 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. May be taken for teaching internship or student teaching. May be repeated for credit, but not more than 6 hours may be applied toward the M.A. in Education degree.

C&I 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

C&I 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

C&I 6973. Special Problems. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

C&I 6983. Master’s Thesis. (0-0) 3 Credit Hours.
Prerequisites: Permission of the Graduate Advisor of Record and thesis director. Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

C&I 7123. Critical Perspectives in Curriculum and Instruction. (3-0) 3 Credit Hours.
This course offers an examination of curriculum in intersection of power, identity, knowledge, and cultural politics. Critical theoretical frameworks introduced in this course include critical social theories, and postmodernism. Recommended cognate course for Curriculum and Instruction Ph.D. students. (Formerly C&I 6123. Credit cannot be earned for both C&I 6123 and C&I 7123.)
C&I 7403. Survey of Research in Literature for Children and Young Adults. (3-0) 3 Credit Hours.
This course surveys theory and research on literature for children and young adults and examines research on reader response and related classroom practices. (Formerly C&I 6403. Credit cannot be earned for both C&I 7403 and C&I 6403.)

C&I 7853. Cognitive Processes in Reading and Learning from Text. (3-0) 3 Credit Hours.
Reviews research that examines study strategies and cognitive processes for reading and learning in schools. Focuses on upper elementary-through-college study practices and higher-level reading and thinking. Field experience may be required. (Formerly C&I 5853. Credit cannot be earned for both C&I 7853 and C&I 5853.)

C&I 7863. Russian Contributions to Literacy, Psychology and Learning. (3-0) 3 Credit Hours.
Examines the contributions of Russian psychologists to reading and writing, social and cultural development, and special needs of learners. Focuses on contributions of Lev Vygotsky and application of his thinking to contemporary educational, psychological, and social-bicultural issues. (Formerly C&I 5863. Credit cannot be earned for both C&I 7863 and C&I 5863.)

Early Childhood (ECE) Courses

ECE 5123. Seminar in Infancy and Toddler Development. (3-0) 3 Credit Hours.
Prerequisite: EDP 5003 or consent of instructor. Examines the developmental milestones of infants and toddlers and the optimal environments needed for them to thrive. Identifies critical developmental issues related to early intervention. Discussion of appropriate instructional practice, observational assessment, and parental involvement.

ECE 5133. Language and Discourse Development in Preschool–Primary Children. (3-0) 3 Credit Hours.
Study of early acquisition and development of language skills. Emphasis on identifying the sequence of normal expressive and receptive language development in terms of the child’s related abilities and learning experiences. Language acquisition and discourse in linguistically and culturally diverse children. Identification of atypical patterns of language development.

ECE 5443. Guidance of Social/Emotional Development in Children. (3-0) 3 Credit Hours.
Study of children’s socioemotional development in early childhood and elementary settings. Emphasis on how development and learning influence social competence. Focus on how guidance can assist children in building positive relationships, positive sense of self, resiliency, peer relationships, self-discipline, and prosocial behaviors. (Formerly ECE 5453. Credit cannot be earned for both ECE 5443 and ECE 5453.)

ECE 5503. Theoretical Foundations of Early Childhood and Elementary Education. (3-0) 3 Credit Hours.
Opportunity is provided for a systematic analysis of theoretical foundations of early childhood and elementary education, including an application of theoretical principles to instructional objectives, organizational schemes, teaching strategies, and materials. (Credit cannot be earned for both ECE 5503 and C&I 5503.)

ECE 5513. Curriculum, Methods and Materials in Early Childhood and Elementary Education. (3-0) 3 Credit Hours.
A study of curriculum and instructional methods in diverse early childhood and elementary classrooms. Emphasis on planning and curriculum design, methods of instruction and materials for teaching at the level of student ability.

ECE 6123. Leadership and Administration of Early Childhood Programs. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. This course is designed for those who are interested in managing the care and education of young children in various contexts, including community child care and public school settings. Students explore the various components related to administration of early childhood programs in inclusive settings including leadership and advocacy, human resource management, curriculum development, strategic planning, parental involvement, and legal issues.

ECE 6163. Biological Basis of Child Development: Brain Based Research and Learning. (3-0) 3 Credit Hours.
Prerequisite: One course in general biology or general psychology or consent of instructor. Analysis of biological and psychological perspectives on child growth and development. Emphasis on theoretical aspects of biopsychological and social and cultural factors influencing cognitive and learning functions.

ECE 6183. Seminar in Early Childhood Education in Cross-Cultural Perspective. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An examination of contrasting strategies of socialization employed by societies around the world, past and present; limit of and alternatives to formal early childhood education in the current Western sense. Readings are drawn from ethnographic and theoretical sources in anthropology, psychology, and education.

ECE 6213. Current Issues in Early Childhood and Elementary Education. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. Studies of current issues in preschools and elementary schools and other educational settings. Investigation of research, practices, and positions related to the issues studied. Exploration of available models for possible solutions or resolution of issues, as well as factors that may have an impact on desired outcomes.

ECE 6303. Advanced Methods in Early Childhood and Elementary Education. (3-0) 3 Credit Hours.
Prerequisite: C&I 5003 or consent of instructor. Specialized studies in early childhood and elementary education are offered through course section in these areas: Science; Mathematics; Social Studies; Literacy; Fine and Performing Arts; Nutrition and Health. May be repeated for credit when curriculum areas vary.

ECE 6363. Differentiated Instruction in a Diverse Classroom. (3-0) 3 Credit Hours.
Application of instructional strategies for promoting the learning of diverse groups of children in typical classrooms. Implementing teaching strategies and techniques matched to individual learners, characteristics of subject matter and demands of the learning environment. Emphasis on acquiring a variety of teaching strategies to differentiate instruction within a social learning environment. (Formerly ECE 5473 and ECE 6373. Credit cannot be earned for more than one of the following: ECE 5473, ECE 6363, or ECE 6373.)

ECE 6423. Advanced Studies in Play. (3-0) 3 Credit Hours.
This course focuses on the examination and analysis of play research as it relates to different areas of young children’s development including cognitive, social, emotional, physical, and linguistic—birth through age eight. Examination of play theories, the role of the adult as facilitators of play, and contexts of play for all children including culturally and linguistically diverse children and children with special needs.
ECE 6453. Assessment and Evaluation in Early Childhood and Elementary Education. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. Evaluation and research on student development and learning, educational programs, processes, products, instructional objectives, and alternative approaches to attain objectives. A disciplined inquiry into trends and issues in assessment and evaluation in early childhood and elementary education.

ECE 6473. Seminar in Early Childhood and Elementary Education Research. (3-0) 3 Credit Hours.
Examination of research topics in early childhood and elementary education, including an extensive study of methodology, research findings, and publications applied to early childhood and elementary programs.

ECE 6523. Social Policy for Families and Children. (3-0) 3 Credit Hours.
Examination of social policy and its implications for communities, families and children. Students analyze national, state, and local policy for educational settings and investigate local and regional resources for the teaching and learning process.

ECE 6653. Action Research in Childhood Settings. (3-0) 3 Credit Hours.
Prerequisite: EDU 5003. This is a capstone course restricted to students in their last semester of the program. Advisor code required. Application of research concepts and skills in field studies. Participants conduct directed research in early childhood and elementary school settings. (Formerly ECE 6643. Credit cannot be earned for both ECE 6653 and ECE 6643. Credit cannot be earned for both ECE 6653 and C&I 6103.).

ECE 6723. Integrating Technology and Multimodal Digital Literacies Across the Early Childhood Elementary Curriculum. (3-0) 3 Credit Hours.
An investigation into the design and use of innovative technological tools and instructional techniques across the early childhood and elementary education curriculum. Opportunities for design and use of educational experiences for children incorporating technological innovations. Includes use of technology to customize instruction to meet the individual learning needs of children.

ECE 6753. Metacognitive Thinking and Learning Strategies in Childhood Settings. (3-0) 3 Credit Hours.
An exploration of metacognition in personal and school environments, where an understanding of one’s own thinking and learning strategies assist in defining strengths and areas of growth in teaching. An emphasis is made on the development of critical pedagogical thinking and teaching, and its unification of elements into classroom practice that has meaning-making applications for all life situations. (Formerly ECE 5523. Same as C&I 5523. Credit cannot be earned for more than one of the following: ECE 5523, ECE 6753, or C&I 5523.).

ECE 6943. Instructional Internship in Teaching. (0-0) 3 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. May be taken for teaching internship or student teaching. May be repeated for credit, but not more than 6 hours may be applied toward the M.A. in Education degree.

ECE 6946. Instructional Internship in Teaching. (0-0) 6 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. May be taken for teaching internship or student teaching. May be repeated for credit, but not more than 6 hours may be applied toward the M.A. in Education degree.

ECE 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

ECE 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

ECE 6973. Special Problems. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

ECE 6983. Master’s Thesis. (0-0) 3 Credit Hours.
Prerequisites: Permission of the Graduate Advisor of Record and thesis director. Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

ECE 7123. Cognitive Development in Early Childhood. (3-0) 3 Credit Hours.
Theories and research of cognitive and intellectual development in early childhood within sociocultural contexts. Implications for early childhood programs, environments, learning and teaching.

Instructional Leadership (ILR) Courses
ILR 7133. Introduction to Single-case Methodology. (3-0) 3 Credit Hours.
Prerequisite: SPE 5503 or approval of the instructor. The content of this course will examine questions appropriate for single-case research, data collection procedures, selection, implementation, analysis of research designs, and manuscript development/structure.

ILR 7143. Application of Single-case Methodology. (3-0) 3 Credit Hours.
Prerequisite: ILR 7133. This advanced course will involve the application of single-case methodology in the area of education. This course will focus on the development of research questions, research-board approval, selection and implementation of research designs, and data analysis. (Same as SPE 7143. Credit cannot be earned for both ILR 7143 and SPE 7143.).
ILR 7203. Leadership in Curriculum Development. (3-0) 3 Credit Hours.
An examination of processes related to the facilitation and management of curricular innovation and delivery systems in varied educational settings including school systems, higher education, and other human service institutions.

ILR 7643. Advanced Application of Research on Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
Prerequisite: Completion of, or concurrent enrollment in, ILT 7733 or consent of instructor. Design and development of interdisciplinary research studies including appropriate data collection and analysis methods. Participants conduct directed educational research.

ILR 7873. Survey Research Methods. (3-0) 3 Credit Hours.
Prerequisite: Introductory statistics course; or consent of instructor. Exploration of survey research methodology, development of survey, questionnaire or inventory, including item construction. Discussion and application of sampling and data collection procedures. Coding data, piloting instrument and conducting reliability and validity of instrument. Conducting data analysis procedures using SPSS to respond to research question(s) will include application of descriptive and inferential statistics. Data analysis will include employing factor analysis as a data reduction technique and to determine underlying constructs measured by instrument.

ILR 7893. Directed Doctoral Research. (0-0) 3 Credit Hours.
Supervised research on a topic in Interdisciplinary Learning and Teaching. May be repeated for credit, but no more than 6 hours may be applied to the Doctoral degree.

Instructional Technology (IST) Courses

IST 5003. Foundations of Instructional Technology. (3-0) 3 Credit Hours.
This introductory course provides an overview of the field of instructional technology. Course content and activities will help students develop an awareness and understanding of the history, theories, and philosophies driving the field.

IST 5313. Development of Instructional Technology. (3-0) 3 Credit Hours.
This course provides an overview of instructional technology development tools and opportunities to evaluate current trends in learning environments. Students will have opportunities to gain both theoretical and practical knowledge of these technologies.

IST 5323. Learner-Centered Design. (3-0) 3 Credit Hours.
Prerequisite: IST 5003 or consent of instructor. This course provides an overview of learner-centered theories, design, and tools. Course content and activities provide opportunities to develop an understanding of the history, frameworks, philosophy, tools, and technologies that support learner-centered practices.

IST 5343. Instructional Design Theory. (3-0) 3 Credit Hours.
Prerequisite: IST 5003 or consent of instructor. An investigation of theories, principles, and processes of instructional and digital learning design including their application to instructional product and curriculum development. (Same as EDP 5343. Credit cannot be earned for both IST 5343 and EDP 5343. EDP 5343 may not be substituted for IST 5343 in the M.A. in Education Instructional Technology Concentration.).

IST 5363. Distance Learning and Teaching. (3-0) 3 Credit Hours.
Examination of the application of tools, resources, and strategies to support, deliver, and enhance technology-supported curriculum. Students actively participate in online activities as they engage in design.

IST 5383. Instructional Technology for Training and Professional Development. (3-0) 3 Credit Hours.
Prerequisite: IST 5343 or consent of instructor. The dynamic nature of technology development and innovation requires strategies to ensure that professional populations are well prepared. Activities in this course include a review of models of training and professional development in adult educational settings, design and development of technology-supported training and professional development using industry-standard tools, and evaluation.

IST 5703. Technology and Learning Cultures. (3-0) 3 Credit Hours.
Prerequisite: IST 5003 or consent of instructor. An examination of technology-delivered and -mediated instruction as it interacts with the learners’ views of the world and themselves. This course provides opportunities to explore the implications of culture and community on the design, delivery, and evaluation of instruction.

IST 5883. Digital Storytelling and Learning. (3-0) 3 Credit Hours.
Digital storytelling is a multimodal narrative practice through which people create and share cultural artifacts by combining textual and audiovisual components. It offers opportunities for documentation, self-reflection, expression, communication, and case-based reasoning. This course explores approaches, tools, and techniques to effectively integrate it in learning settings. (Formerly C&I 5883. Credit cannot be earned for both IST 5883 and C&I 5883.).

IST 6103. Virtual Learning and Teaching. (3-0) 3 Credit Hours.
Prerequisite: IST 5003 or consent of instructor. Virtual and augmented reality provide opportunities to learn through active participation in designed environments. This course explores instructional applications across formal and informal educational settings.

IST 6353. Multimedia Design and Development. (3-0) 3 Credit Hours.
Prerequisite: IST 5313 or consent of instructor. This course explores the development of multimodal and interactive materials and resources and covers issues relating to usability, interactivity, accessibility, and aesthetics. Course activities include the use of specific technologies to develop multimedia/new media artifacts for learning.

IST 6373. Games and Learning. (3-0) 3 Credit Hours.
This course investigates games as a learning technology. Learners will review, design, and evaluate practical examples as well as the literature on games in formal and informal learning spaces. The class will require learners to engage with the latest trends and research in games and learning.

IST 6513. Emergent Technologies in Education. (3-0) 3 Credit Hours.
Prerequisite: IST 5003 or consent of instructor. This course explores emergent technologies in terms of functional and pedagogical frameworks of use. Students will complete theoretical and practical application tasks.

IST 6613. Media, Literacy, and Education. (3-0) 3 Credit Hours.
Media literacy is the ability to critically analyze, evaluate, understand, produce, and share media. It is a set of skills and habits necessary for an informed and responsible participation in society. This course provides an overview of research and educational perspectives on media literacy examining topics such as ideology, propaganda, censorship, bias, and stereotyping.
IST 6623. New Literacies and Youth Cultures. (3-0) 3 Credit Hours.
New literacies involve new ways of being, doing, and participating through practices such as multimodality, transmedia, and remixing. Youth cultures are personal and social domains in which people express, reinterpret, and share their interests, often through the use of digital technologies. This course provides an overview of new literacies and youth cultures, and their relationships, offering theoretical and practical approaches to leverage them in educational settings.

IST 6943. Internship. (0-0) 3 Credit Hours.
Prerequisites: Consent of instructor and Graduate Advisor of Record. Individually supervised field experience in a setting that provides direct experience with the design, development, implementation, or evaluation of technology-mediated learning experiences. (Credit cannot be earned for both IST 6943 and other internships.)

IST 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. Students needing specialized work will apply to the M.A. in Education degree.

IST 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

IST 6973. Special Problems. (3-0) 3 Credit Hours.
Prerequisites: Consent of instructor. An organized course that offers graduate students the opportunity to engage in specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

IST 6983. Master’s Thesis. (0-0) 3 Credit Hours.
Prerequisites: Permission of the Graduate Advisor of Record and thesis director. Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

IST 7003. Proseminar in Instructional Technology. (3-0) 3 Credit Hours.
This course is intended to provide an opportunity to explore the main theories, practices, and areas of research in instructional technology. Readings include seminal work in instructional technology, instructional design, learning theories, and design-based research. Students will become familiar with the tools and practices of successful doctoral work.

IST 7013. Field Research in Instructional Technology. (3-0) 3 Credit Hours.
This course is designed to support students in doing field research in instructional technology, including observations, interviews, and analysis. Students will undertake their own research study and discuss relevant literature.

IST 7023. Design and Development of Learning Environments. (3-0) 3 Credit Hours.
Students will design, develop, pilot, and evaluate a learning environment using the theories and practices of instructional technology.

IST 7033. Current Research in Instructional Technology. (3-0) 3 Credit Hours.
Focused exploration of current research in the field of instructional technology. Students will have opportunities to deeply engage with current research across a variety of active research fields.

IST 7043. Technology and Global Learning. (3-0) 3 Credit Hours.
Structured exploration of the conditions, platforms, and implications of technology-supported learning in culturally and linguistically diverse contexts.

IST 7053. Evaluation in Instructional Design. (3-0) 3 Credit Hours.
An overview of evaluation models, procedures, tools, and philosophies as they apply to applications of technology in education.

Interdisciplinary Learning and Teaching (ILT) Courses

ILT 5003. Principles of Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course emphasizes fundamental theories for interdisciplinary learning and teaching. A focus is given to issues of social justice and equity, students as diverse learners, student motivation, and metacognitive processes associated with student learning and its relation to teaching.

ILT 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Approval of the instructor and the Graduate Advisor of Record. Independent reading, research, discussion and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the degree.

ILT 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Approval of the instructor and the Graduate Advisor of Record. Independent reading, research, discussion and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the degree.

ILT 6961. Comprehensive Examination. (0-0) 1 Credit Hour.
Prerequisite: Approval of the appropriate Graduate Program Committee to take the Comprehensive Examination. Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Graduate Program Committee. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either “CR” (satisfactory performance on the Comprehensive Examination) or “NC” (unsatisfactory performance on the Comprehensive Examination).

ILT 7003. Exploration of Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course introduces students to the history and theoretical underpinnings of interdisciplinarity and interdisciplinary studies in education. Through group and individual examination of interdisciplinary issues, topics and problems, students will engage in scholarly literature study and research practice.
ILT 7013. Overview of Research Design for Instructional Inquiry. (3-0) 3 Credit Hours.
Prerequisite: Research methods or statistics course. Overview of research design for quantitative, qualitative, and mixed-methods studies in Interdisciplinary Learning and Teaching. The emphasis of this course includes the situatedness of interdisciplinary research and the design of a research study positioned within an appropriate theoretical frame.

ILT 7023. Doctoral Seminar in Literacy. (3-0) 3 Credit Hours.
An organized course in the examination of critical issues in literacy. May be repeated for credit when topics vary.

ILT 7133. Socio-constructivist and Cognitivist Perspectives on Interdisciplinary Learning & Teaching. (3-0) 3 Credit Hours.
This course focuses on the historical roots, theories, and impact of socio-constructivist, sociocultural and cognitivist philosophies on teaching and learning. (Formerly titled “Perspectives and Approaches to Interdisciplinary Learning & Teaching.”).

ILT 7143. Internship. (0-0) 3 Credit Hours.
Students, with their advisor’s recommendation, will complete an internship in which they collaborate and apprentice with departmental and college faculty on teaching. May be repeated for credit.

ILT 7153. Critical Cultural Perspectives on Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course focuses on the historical roots and theories of critical, cultural and postmodernist philosophies and their impact on teaching and learning. (Formerly titled “Interdisciplinary Learning and Teaching in Sociocultural Contexts.”).

ILT 7203. Applications of Qualitative Interdisciplinary Research Methods. (3-3) 3 Credit Hours.
This course provides multiple opportunities to deepen understanding of qualitative research methods on such topics as grounded theory, phenomenological study, case study, content analysis and document analysis in Interdisciplinary Learning and Teaching. The course examines various design elements of qualitative research including sampling, data collection and data analysis from various theoretical frameworks. Specific attention will focus on the development of observation, interview skills, focus groups, and recording of data as well as the political and ethical issues in qualitative research. May be repeated for credit when topics vary.

ILT 7213. Quantitative Analysis and Research Design in Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course examines the design decisions researchers make when conducting experimental, quasi-experimental, and correlational studies in learning and teaching settings. Topics include: design considerations in interdisciplinary educational research, ensuring the validity of causal inferences, calculating and graphically depicting descriptive statistics, the conceptual basis of inferential statistics and hypothesis testing, analytical approaches for comparing data across groups, and introduction to multiple regression analysis. Students practice interpreting and reporting statistical findings in academic writing.

ILT 7303. Oral and Written Discourse Analysis. (3-0) 3 Credit Hours.
This course examines methods for analysis of oral and written discourse. Students will focus on authentic samples of discourse including family communications, teacher-student and peer interaction, other institutional or community, workplace, and everyday discourse with the goal of understanding life-long learning. (Formerly C&I 6823. Credit cannot be earned for both C&I 6823 and ILT 7303.).

ILT 7633. Multiple Behavioral and Contextual Perspectives on Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This course focuses on the historical roots and theories of behavior analysis and functional contextualization and their impact on teaching and learning. (Formerly titled “Multiple Perspectives on Learning and Teaching.”).

ILT 7733. Evaluation of Educational Research. (3-0) 3 Credit Hours.
Prerequisites: ILT 7013, ILT 7203 or a qualitative course, and ILT 7213 or a quantitative course. This course offers students multiple opportunities to explore and analyze common practices in educational research. Students will take a critical look at strengths and challenges across the entire spectrum of research paradigms, including quantitative, qualitative, and mixed models. Students will evaluate which research methodologies will best be suited to finding answers to different kinds of research questions around current issues in education.

ILT 7743. Mixed Methods Analysis and Application. (3-0) 3 Credit Hours.
Course focuses on conceptualizing mixed methods research, developing a mixed method design, and conducting data analysis and inferences using mixed methods. Takes into account historical and epistemological antecedents leading to the development of mixed methods research. Includes an examination of mixed method studies pertinent to the field of interdisciplinary learning and teaching.

ILT 7891. Doctoral Seminar in Interdisciplinary Learning and Teaching. (1-0) 1 Credit Hour.
This seminar is designed as a general seminar for all ILT doctoral students to be taken three times across the doctoral program. The seminar will: (1) introduce students to the doctoral community and resources that support doctoral work; (2) provide students with an overview of the requirements for completing the doctoral proposal and dissertation and serve as a forum for discussing proposal and dissertation-related concerns and issues with other students; and (3) prepare students to participate in professional networks beyond the university. May be repeated for credit, but no more than 3 hours will count toward student’s program of study.

ILT 7893. Doctoral Seminar in Interdisciplinary Learning and Teaching. (3-0) 3 Credit Hours.
This seminar is designed as a general seminar for all ILT doctoral students to be taken three times across the doctoral program. The seminar will: (1) introduce students to the doctoral community and resources that support doctoral work; (2) provide students with an overview of the requirements for completing the doctoral proposal and dissertation and serve as a forum for discussing proposal and dissertation-related concerns and issues with other students; and (3) prepare students to participate in professional networks beyond the university. May be repeated for credit, but no more than 3 hours will count toward student’s program of study.

ILT 7951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Doctoral standing and permission in writing (form available) of the instructor and the student’s faculty advisor. Independent reading, research, discussion, and/or writing under the direction of a faculty member for students needing specialized work. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the Doctoral degree.
ILT 7953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Doctoral standing and permission in writing (form available) of the instructor and the student’s faculty advisor. Independent reading, research, discussion, and/or writing under the direction of a faculty member for students needing specialized work. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the Doctoral degree.

ILT 7961. Qualifying Examination. (0-0) 1 Credit Hour.
Prerequisite: Approval of the appropriate Graduate Program Committee to take the Qualifying Examination. Course for the purpose of taking the Qualifying Examination. May be repeated once as approved by the Graduate Program Committee. The grade report for the course is either “CR” (satisfactory performance on the Qualifying Examination) or “NC” (unsatisfactory performance on the Qualifying Examination).

ILT 7973. Special Topics Seminar. (3-0) 3 Credit Hours.
An organized special topics seminar offering the opportunity for in-depth study on topics of interest and cutting-edge research. Special topics seminar courses may be repeated for credit when topics vary, but not more than 6 hours will apply to the Doctoral degree.

ILT 7981. Doctoral Dissertation. (0-0) 1 Credit Hour.
Prerequisites: Admission to candidacy and consent of student’s faculty advisor. May be repeated for credit, but not more than 9 hours may be applied toward the Doctoral degree. Credit will be awarded upon completion of the dissertation.

ILT 7983. Doctoral Dissertation. (0-0) 3 Credit Hours.
Prerequisites: Admission to candidacy and consent of student’s faculty advisor. May be repeated for credit, but not more than 9 hours may be applied toward the Doctoral degree. Credit will be awarded upon completion of the dissertation.

ILT 7986. Doctoral Dissertation. (0-0) 6 Credit Hours.
Prerequisites: Admission to candidacy and consent of student’s faculty advisor. May be repeated for credit, but not more than 9 hours may be applied toward the Doctoral degree. Credit will be awarded upon completion of the dissertation.

Special Education (SPE) Courses
SPE 5403. Survey of Special Education. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. This course will provide students with the opportunity to acquire knowledge in the field of special education including characteristics, etiology, definition, and prevalence of disabilities. Students will also have the opportunity to study effective strategies for use with individuals with disabilities. (Formerly titled “Exceptional Children and Youth in the Schools.”)

SPE 5491. Field Experience in Behavioral Analysis. (1-0) 1 Credit Hour.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to participate in supervised field-based applied research experiences in approved school and clinical settings. Emphasis is on orientation to behavior analysis in applied settings, learning the role of a behavior consultant within larger systems, implementation and evaluation of behavioral interventions for students struggling with problem behaviors. May be repeated for up to 6 hours of credit.

SPE 5503. Applied Behavior Analysis for Classroom Teachers. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about principles and procedures of applied behavior analysis and classroom management for teachers. As an introductory course to behavior analysis, special attention will be paid to philosophy, terminology, and methods. In addition, ethical considerations for those delivering behavior analytic services will be discussed. Assessments will be modeled after the BCBA certification exam. Requires an applied project. (Formerly EDP 5423. Same as EDP 5503. Credit cannot be earned for more than one of the following: EDP 5423, EDP 5503, or SPE 5503.)

SPE 5513. Curriculum and Instructional Applications for Children and Youth in Special Education. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide the opportunity for students to evaluate and design curriculum and instructional interventions in order to provide students with disabilities access to the general education curriculum across content areas as well as to evaluate, design, and implement alternate curricula, and provide community-based and social skills instruction.

SPE 5523. Language Development and Intervention for Individuals with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students the opportunity to develop knowledge and skills for assisting individuals with mild to moderate disabilities in achieving communicative competence through language acquisition and remedial and corrective interventions. Emphasis is on addressing the language and literacy development needs (listening, speaking, reading, writing, mathematics) of individuals with learning and behavior disabilities.

SPE 5533. Assessment and Evaluation of Children and Youth with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students the opportunity to develop knowledge and skills in the selection, administration, and interpretation of instruments and procedures to evaluate individuals with disabilities and design, modify, and monitor instruction for individuals with disabilities. (Same as EDP 6243. Credit cannot be earned for both SPE 5533 and EDP 6243.)

SPE 5613. Legal Issues in Special Education. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge related to the historical and legal issues of special education. Through an in-depth study of state and federal laws, students will have the opportunity to engage in activities that examine the ethical implications of special education.

SPE 5633. Instruction and Educational Interventions for Individuals with Mild/Moderate Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with mild/moderate intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and to make decisions based on student data to inform future instructional practices.
SPE 5643. Instruction and Educational Interventions for Individuals with Moderate/Severe Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about evidenced-based instructional practices for teaching individuals with moderate/severe intellectual disabilities. Students will have the opportunity to learn to design appropriate instructional interventions, how to apply those interventions, and make decisions based on student data to inform future instructional practices.

SPE 5793. Practicum in Special Education: Children and Youth with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about the application of theoretical principles to field settings. Students are required to develop, implement, and evaluate educational programs for individuals with disabilities.

SPE 5893. Practicum in Special Education: Individuals with Behavior Problems. (0-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about the application of theoretical principles to field settings. The student works in educational settings to plan, implement, and evaluate appropriate experiences with individuals exhibiting emotional and/or behavior problems.

SPE 6133. Introduction to Single-Subject Methodology. (3-0) 3 Credit Hours.
Prerequisites: Doctoral standing and SPE 5503 or approval of instructor. The content of this course will examine questions appropriate for single-case research, data collection procedures, selection, implementation, analysis of research designs, and manuscript development/structure. (Same as ILR 7133. Formerly SPE 7133. Credit cannot be earned for both SPE 6133 and SPE 7133 or ILR 7133.)

SPE 6143. Application of Single-Subject Methodology. (3-0) 3 Credit Hours.
Prerequisites: Doctoral standing and SPE 6133 or ILR 7133. This advanced course will involve the application of single-case methodology in the area of education. This course will focus on the development of research questions, research-board approval, selection and implementation of research designs, and data analysis. (Formerly SPE 7143. Same as ILR 7143. Credit cannot be earned for both SPE 6143 and SPE 7143 or ILR 7143.)

SPE 6403. Ethically and Culturally Responsive Teaching. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403 and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge in relation to cultural changes experienced in schools. Additionally the course will provide students with an opportunity to gain insight on cultural diversity, characteristics of diverse students and family.

SPE 6443. Conference and Consultative Skills in Special Education. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. Course will provide students with the opportunity to acquire knowledge and skills working with parents, teachers and other professionals to optimize the educational experiences of individuals with disabilities. Students plan, implement, and evaluate conferences, staff development, and consultative activities. Requires 5–10 hours of field experience. (Formerly SPE 5443. Credit cannot be earned for both SPE 5443 and SPE 6443).

SPE 6503. Educational Applications of Applied Behavior Analysis. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity for advanced instruction in educational applications of behavior analysis, including assessment and treatment of problem behavior and learning strategies. Advanced assessment and treatment techniques will be taught to students to further develop their understanding of behavior analysis and its application to clinical and classroom settings. The creation of functional behavior assessments, behavior intervention plans, and their use in classroom management systems will be taught.

SPE 6623. Seminar on Current and Critical Issues in Special Education. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. This course will provide students with the opportunity to examine critical issues in special education, including a study of research-supported practices, controversial issues, and critical topics in special education. A research project is required. (Formerly SPE 5623. Credit cannot be earned for both SPE 5623 and SPE 6623.)

SPE 6943. Technology for Individuals with Disabilities. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. This course will provide students with the opportunity to acquire knowledge about methods and strategies related to the use of technology to assist the learning of individuals with disabilities. This course provides in-depth study of the use of assistive technology within the school curriculum. Current research on effective assessment and use of technology is addressed especially as it relates to individuals with disabilities.

SPE 6951. Independent Study. (0-0) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction a faculty member. The course is intended for students needing specialized work not normally or not often available as part of the program’s regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

SPE 6953. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction a faculty member. The course is intended for students needing specialized work not normally or not often available as part of the program’s regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

SPE 6973. Special Problems. (3-0) 3 Credit Hours.
Prerequisites: SPE 5403, SPE 5503, SPE 5513, SPE 6403, and SPE 6623 or consent of instructor. An organized course that offers graduate students the opportunity to engage in specialized study not normally or not often available as part of the program’s regular course offerings. Special Problems courses may be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.
SPE 6983. Master's Thesis. (0-0) 3 Credit Hours.
Prerequisites: Permission of the Graduate Advisor of Record and thesis director. Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the Master's degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

SPE 7003. Doctoral Seminar in Special Education. (3-0) 3 Credit Hours.
Prerequisites: Doctoral standing and consent of instructor. This course will provide students with the opportunity to develop a professional orientation for a career, initiate a career planning process, discuss fundamental concepts underlying special education teacher preparation, and begin to acquire a platform of scholarly writing skills and resources.