Course Catalog

Education

Faculty

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Overview

The Department of Education offers select undergraduate coursework, including a minor in Education, that allows students to explore teaching as a profession and fulfills the prerequisites for admission to the Master of Arts in Teaching degree program, which leads to Texas teacher certification. In addition, the department offers two other masters-level programs, which include the Master of Education in School Leadership and the Master of Arts in School Psychology. Each of these programs is described below.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) program offers preparation and certification in Elementary Teaching, Secondary Teaching, and All-Level music. All students entering one of the teaching programs must have earned a bachelor’s degree. For elementary, a broad core content basis for the degree is required. For secondary, students must possess a bachelor’s or higher degree in the subject area that they plan to teach or participate in a transcript
review with an Education adviser to identify an approved teaching field. Supplemental certificates in Special Education and English as a Second Language (ESL) are also available. The Master of Arts in Teaching program is cohort-based and consists of a summer and two semesters, where, upon successful completion, students will earn a Master of Arts in Teaching degree as well as state certification.

Master of Education in School Leadership

The School Leadership program is designed to prepare candidates as innovative and transformational school leaders of elementary, middle, or high schools in today's school settings. Emphasis is given to the development of the knowledge, skills, and dispositions required of school leaders in a rapidly changing educational context. Candidates will pursue courses in school leadership, instructional leadership, school law and policy, as well as courses in management, finance, design, and innovations in teaching and learning. An extensive, school-based clinical practice experience will be provided in partnership with the candidate's local school district. The Master of Education degree in School Leadership may be earned by completing 36 credit hours. Upon completion of coursework, clinical practice, and the requisite state certification exam, students will receive Texas' Principal certificate.

Master of Arts in School Psychology

Trinity University offers a three-year, 60-credit-hour program in School Psychology that prepares graduates to work in schools helping students succeed academically, socially, and emotionally.

Licensed Specialists in School Psychology (LSSPs) are responsible for collaborating with educators, parents, and other professionals to create safe, healthy, and supportive learning communities for all students. The Trinity School Psychology Program addresses knowledge, skills, and experiences in the areas of student evaluation, intervention, and counseling. Consultation and collaboration with parents and teachers is also an important focus of the program. Graduates are prepared to collect and compile data to assist in educational decisions at multiple levels from individual student to the larger class and school environments.
Military and Experience Policy

In accordance with 19 TAC 228.35(a)(5), the Department of Education at Trinity University evaluates, and may accept, military service, training, or education toward fulfillment of program prerequisite admission requirements. Military service, training, or education must be directly related to the certificate being sought and may not take the place of certification examinations. To be eligible, individuals must meet one or both of the following requirements:

- Honorably discharged from the U.S. military, or
- Completed a minimum of two years of service in the U.S. military and have been discharged as a result of a service-related disability.

Applicants should include a Joint Services Transcript or other verifiable documentation of military service, training, or education with their application to graduate study.

Applicants who are not military service members or military veterans can request the Department of Education to evaluate previous service, training, or education toward fulfillment of program prerequisite admission requirements. Service, training, or education may not count as part of internship, clinical teaching, or practicum requirements, must be directly related to the certificate being sought, and must be provided by an approved EPP or accredited institution of higher education within the past five years. Applicants should include official transcripts or other verifiable documentation with their application to graduate study.

For more information, contact Dr. Laura Allen at lallen@trinity.edu or (210) 999-7598.

Requirements

- Minor in Teaching
- Admission to the Master of Arts in Teaching (M.A.T) Program
- Admission to the Master of Education in School Leadership
- Master of Education In School Leadership Requirements
- Admission to the Master of Arts in School Psychology
- Master of Arts in School Psychology Requirements
- Application for Certification
- Certification for Elementary Education
- Certification for Secondary Education
- Certification for All-level Music
- Supplemental Certification for English as a Second Language (ESL) and Special Education
- Fifth Year Graduate Course of Study
Minor in Teaching

The Minor in Teaching allows students to select a focus on either elementary education (23 hours) or secondary education (20 hours) with a concentration on working with students with special needs or who are English language learners. Completion of the minor fulfills the prerequisites for admission to the M.A.T. program; however, prerequisites can be fulfilled with select coursework outside of the minor (see M.A.T. prerequisites). The minor is designed for students who are preparing to become teachers or who are interested in teaching English abroad or pursuing service opportunities such as the Peace Corps or City Year.

I. Core Courses for the Minor: (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1331</td>
<td>Understanding Learners with Exceptionalities in School and Society</td>
</tr>
<tr>
<td>EDUC 3320</td>
<td>Child and Adolescent Development</td>
</tr>
</tbody>
</table>

II. Plus two courses in either English as a Second Language (ESL) or Special Education:

A. ESL Concentration: (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 3344</td>
<td>Teaching in the Bilingual Classroom</td>
</tr>
<tr>
<td>EDUC 3345</td>
<td>Principles and Practices for Teaching English Learners</td>
</tr>
</tbody>
</table>

B. Special Education Concentration: (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 3332</td>
<td>Reading Difficulties with Diverse Populations</td>
</tr>
<tr>
<td>EDUC 3330</td>
<td>Teaching Students with Learning and Behavioral Problems</td>
</tr>
</tbody>
</table>

III. Students will then select either the Elementary or Secondary Pathway:

A. Elementary Pathway: (11 required hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 2201</td>
<td>Practicum: Early Childhood Teaching Exploration</td>
</tr>
<tr>
<td>EDUC 3301</td>
<td>Field Seminar in Elementary Literacy EDUCATION</td>
</tr>
<tr>
<td>EDUC 3341</td>
<td>Teaching Science in Elementary School</td>
</tr>
<tr>
<td>EDUC 3351</td>
<td>Mathematics in Elementary School</td>
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B. Secondary Pathway: (8 required hours)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUC 2202</td>
<td>Practicum: Secondary Teaching Exploration</td>
</tr>
<tr>
<td>EDUC 3302</td>
<td>Field Seminar in Secondary</td>
</tr>
</tbody>
</table>

Plus 3 additional hours of electives from among the following courses:
EDUC 4102  Secondary Advanced Field Seminar (up to 3 hours of credit allowed)
EDUC 1310  Seminar on Urban Education Policy and Practice
EDUC 4338  Teaching Reading in Secondary Schools
EDUC 3342  Teaching Science and Mathematics in Secondary Schools
HIST 3388  Methods of Instruction in History

Other ESL or Special Education courses not taken for the concentration (above)

Requirements

Admission to the Master of Arts in Teaching (M.A.T.) Program

Students apply to the M.A.T. program in mid-January of their senior year (by the published deadline) or as post-baccalaureate candidates if they have an earned bachelor’s degree or higher. Candidates submit a single, combined electronic application for admission to both the M.A.T. program and Trinity University Graduate Studies. The online application is available at https://admissions.trinity.edu/apply/.

In addition to completing the online application, other items required for consideration for entry to the program include:

I. Required Education courses for the elementary program are: EDUC 1331, 3320, 2201, 3301, 3341, 3351, and CSCI 1300-7 or equivalent. Required Education courses for the secondary program are: EDUC 1331, 3320, 2202, 3302, and CSCI 1300-7 or equivalent. Required Education courses for the All-Level Music program are: EDUC 1331, 3320, 2204, 2205, and CSCI 1300-7 or equivalent. Please note that students may apply without all prerequisite coursework completed; however, all requirements must be completed by July 1st before the M.A.T. program begins.

II. Official transcripts documenting a cumulative grade-point average of 3.0 or higher overall, and/or on the last 60 undergraduate hours; and in major coursework (GPAs of 2.75 – 2.99 can be considered through an exceptions process and will possibly require additional coursework or assessment).

III. Official GRE score report (if applicable). Currently enrolled Trinity students and applicants possessing a bachelor’s degree from Trinity and/or an earned graduate degree from an accredited institution are exempt from this requirement.

IV. Four (4) references obtained via the online application process, with one from each of the following categories: (a) a faculty advisor within the applicant’s major and/or proposed teaching field; (b) an education professor who has overseen the applicant’s field experience or coursework; (c) an individual who has observed the applicant’s work with children or youth; and (d) an individual who has supervised the applicant in a job or volunteer position.

V. Electronic Portfolio documenting the applicant’s work with students and any coursework in education
VI. A group interview process as well as an individual interview with a faculty panel where the applicant presents his/her electronic portfolio as well as answers questions.

VII. Written essay completed at the time of the interview.

VIII. Demonstration of deep content knowledge via transcript review and/or exam scores. Depending upon the strength of a candidate’s content preparation in his/her proposed teaching field, the university may request that a candidate take the TEExES exam for his/her respective content teaching area to demonstrate the content area proficiency required by the State of Texas for teaching certification. If accommodations are required for any part of the application process due to a special learning need, please provide documentation to the Education Department in advance so that appropriate arrangements can be made. Please note that all candidates admitted to the M.A.T. program will be required to pass a criminal background check with the local school district in which they will intern before receiving an internship placement. Failure to pass this background check will result in the candidate’s dismissal from the program since significant coursework is required to be completed within the assigned school setting. As part of the admission process, candidates will be asked to sign a statement indicating their understanding of this requirement.

All application materials will be reviewed by the Council on Teacher Education, a multi-disciplinary university committee that serves as the admission decision-making body for the Master of Arts in Teaching program.

Admission to the Master of Education in School Leadership

Interested candidates must receive an initial recommendation from their respective school district or charter organization in order to apply for the program. Once recommended, candidates will complete the online application for graduate studies, including the provision of letters of recommendation, GRE scores (if applicable), and an official transcript. All candidates will be scheduled for a phone interview with a panel of assessors. Candidates who demonstrate a readiness for leadership in the program will then be invited to participate in a daylong leadership simulation held at the university. Once all elements of the admission process are completed, the twenty members of the cohort will be selected, in partnership with their nominating district/charter organization, and offered admissions to the program.

Admission to the Master of Arts in School Psychology

Applicants to the School Psychology Program are expected to have the following:

- A bachelor’s degree from an accredited college or university. An undergraduate major of psychology or education is preferred, although the program welcomes applications from candidates with other majors.
- A grade point average of 3.0 for the last 60 credit hours taken. Students with a GPA of 2.6 or higher are eligible for provisional admission.
- A minimum composite score of 300 (verbal and quantitative sections) on the Graduate Record
Examination (GRE). Candidates who already possess a master’s degree are exempt from this requirement.
- Strong academic and professional references (three required).
- An interview with the Program Director.

Applicants must complete an on-line application, submit all required material, and participate in an interview (either on campus or by telephone if out of state) by February 1st for admission to the class beginning in August.

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Application for Certification

It is necessary to apply for a Texas teacher certificate through the Texas Education Agency upon completion of the Master of Arts in Teaching program. This process will be facilitated by the Director of Certification in the Department of Education. Application for certification must be made during the semester in which the student will complete degree requirements.

All Teacher and Administrator Preparation Program graduates applying for state certification must pass proficiency tests and the TExES examinations in their fields of certification, and pay all applicable fees related to state certification. Candidates in the School Psychology program are required to take and pass the Praxis examination in order to complete their national accreditation.

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Certification for Elementary Education

Students seeking certification to teach at the Early Childhood-Grade 6 level should complete any academic major and other requirements, as follows:

Note: An asterisk (*) indicates a course that fulfills a common curriculum requirement.

I. Education Course of Study

A. EDUC 1110 and 1210 (recommended).

B. EDUC 1331*, 2201, 2202, 3301, 3320*, 3341, and 3351 are required. EDUC 3302 is recommended.

C. CSCI 1300-7* or equivalency is required.

II. Recommended Courses: In preparation for certification as an EC-6 Generalist, students are strongly encouraged to take as many of the courses listed below as possible, most of which satisfy Common Curriculum requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ART 2314*</td>
<td>Creative Thinking and the Artistic Process (also listed as ENGL 2340, GNED 2340, MUSC 2340, and THTR 2340)</td>
</tr>
<tr>
<td>CLAS 1305*</td>
<td>Classical Mythology</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>COMM 2302*</td>
<td>Media Interpretation and Criticism</td>
</tr>
<tr>
<td>ECON 1311*</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>ECON 3115</td>
<td>Economists in the Elementary School</td>
</tr>
<tr>
<td>EDUC 3330</td>
<td>Teaching Students with Learning and Behavior Problems</td>
</tr>
<tr>
<td>EDUC 3332</td>
<td>Reading Difficulties with Diverse Populations</td>
</tr>
<tr>
<td>ENGL 2303*</td>
<td>American Literature: Colonization to 1900</td>
</tr>
<tr>
<td>ENGL 2304*</td>
<td>American Literature: New Realism through the Moderns</td>
</tr>
<tr>
<td>HIST 1360*</td>
<td>The History of the U.S. Through Reconstruction</td>
</tr>
<tr>
<td>HIST 1361*</td>
<td>The History of the U.S. Since Reconstruction</td>
</tr>
<tr>
<td>HIST 3376</td>
<td>History of Texas</td>
</tr>
<tr>
<td>HIST 3388</td>
<td>Methods of Instruction in History</td>
</tr>
<tr>
<td>HCOM 3360*</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td>HCOM 3372*</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>MUSC 2361</td>
<td>Music in Childhood</td>
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<tr>
<td>MUSC 2362</td>
<td>Music in Early Childhood</td>
</tr>
<tr>
<td>PLSI 1301*</td>
<td>American Politics</td>
</tr>
<tr>
<td>PLSI 1331*</td>
<td>Comparing Countries</td>
</tr>
<tr>
<td>PSYC 1300*</td>
<td>Principles of Psychology</td>
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<tr>
<td>SOCI 1301*</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOCI 1316*</td>
<td>Places and Regions and Global Context (also listed as URBS 1316)</td>
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</tbody>
</table>

Certification for Secondary Education

Students seeking certification to teach at the secondary grades (grades 7-12) in Texas should complete the following undergraduate requirements: Note: An asterisk (*) indicates a course that fulfills a common curriculum requirement.

**I. Education Course of Study**

A. Teaching Core Courses (required): EDUC 1331 and EDUC 3320.
B. Secondary Teaching Pathway Courses (required): EDUC 2202 and 3302.
C. Technology Applications: CSCI 1300 or equivalency (required).
D. Minor in Teaching and Learning (Secondary Pathway) is highly recommended but not required.
II. Teaching Fields/Area of Certification

Students seeking secondary certification (grades 7-12 or EC-12 depending on the state certificate) will be certified in one or more teaching fields (the content area) at the end of the Master of Arts in Teaching graduate program. At the undergraduate level, students must complete a major in order to graduate from the university. This major (and additional courses where noted) forms the basis of the requirements for the teaching field and prepares students for the certification content exam. Students may complete more than one major (with any additional content area requirements) in order to attain certification in more than one area. Students need at least one teaching field from among the certificate fields listed below as well as the required education coursework. Trinity only offers certification in the fields listed. Students with a major other than their intended teaching field should speak with a faculty member about certification options.

Courses listed after the major have been identified as important courses that meet the content standards for Texas certification. Some students will be able to take these courses within the major (“including”), while other students will need to take the courses in addition to the major (“plus”). Major advisers and the supplemental adviser within the education department will be able to advise students in each area.

Certification Areas:

- **Art EC-12 Certification**
  - **Art Major**, including ART 2470; two (2) of the following courses: 3330, 3340, 3350, 3-60, 3472 or 3380

- **Chinese Early Childhood—Grade 12 Certification**
  - **Chinese Studies Major**
    - All language candidates must pass an oral proficiency exam given by the Education Department for program admission.

- **Chemistry 7-12 Certification**
  - **Chemistry Major**, plus EDUC 3342

- **Computer Science 8-12 Certification**
  - **Computer Science Major**, including CSCI 3343
    (Note: CSCI 1307 is required of all candidates for certification, including Computer Science candidates.)

- **English Language Arts and Reading 7-12 Certification**
  - **English Major**, including ENGL 3346 and EDUC 4338. ENGL 3304, GNED 3328, SOCI 3331, LING 1300, and PSYC 2330 are recommended but not required.

- **French Early Childhood—Grade 12 Certification**
  - **French Major**
    - All language candidates must pass an oral proficiency exam given by the Education Department for program admission.
• German Early Childhood—Grade 12 Certification
  - German Major, including GERM 3305*
  - All language candidates must pass an oral proficiency exam given by the Education Department for program admission.

• History 7-12 Certification
  - History Major, including HIST 3376 and 3388, plus 1 course from U.S. History, 1 course from European History, and at least 1 course each from 3 of the following 4 fields: African History, Asian History, Latin American History, and Middle East History
  - URBS 1316/SOCI 1316 (recommended)

• Journalism 7-12 Certification
  - Communication Major, including COMM 3340; two (2) of the following courses: COMM 3341, 3342, 3343, 3344; and two (2) of the following: COMM 3321*, 3322, 3326, 3328, 3362, 3364

• Latin Early Childhood—Grade 12 Certification
  - Latin Major, including LATN 3301; plus HIST 3318

• Life Science 7-12 Certification
  - Select from one of the following options:
    - Biology Major, including BIOL 3430, plus EDUC 3342
    - Neuroscience Major, plus BIOL 3430 and additional upper division Biology courses to equal 24 hours total in Biology, plus EDUC 3342

• Mathematics 7-12 Certification
  - Mathematics Major, including MATH 3334, plus EDUC 3342 (MATH 3341, 3343, and 3355 are strongly recommended, but not required)

• Physical Science 6-12 Certification (Student is certified to teach Chemistry and Physics)
  - Select from one of the following options:

  Chemistry Major
  - Plus Physics [PHYS 1111*, 1309*, 1112*, 1310*, 3323 (prerequisite waived)]
  - Plus Geoscience [GEOS 1304* or 1407*; and 2401* (lab prerequisite required)]
  - Plus EDUC 3342

Physics Major
  - Plus Chemistry (CHEM 1118*, 1318*, 2119*, 2319*; 2220, and 2320)
  - Plus Geoscience [GEOS 1304* or 1407*; and 2401* (lab prerequisite required)]
  - Plus EDUC 3342
Geoscience Major

Plus Chemistry (CHEM 1118*, 1318*, 2119*, 2319*; 2220, and 2320)

Plus Physics [PHYS 1111*, 1309*, 1112*, 1310*, 3323 (prerequisite waived)]

Plus EDUC 3342

• Physics/Mathematics 7-12 Certification
  Select from one of the following options:

  Physics Major

  Plus MATH 1320 or 3334 (MATH 3341, 3343, 3355 are strongly recommended), and EDUC 3342

  Mathematics Major

  Plus PHYS [1111*, 1309*, 1112*, 1310*, 3323 (prerequisite waived)], and EDUC 3342

• Social Studies 7-12 Certification
  Select from one of the following options:

  History Major, including HIST 3376 and 3388, plus 1 course from U.S. History, 1 course from European History, and at least 1 course each from 3 of the following 4 fields: African History, Asian History, Latin American History, and Middle East History

  Plus Economics (ECON 1311*, 1312*, 3117) [ECON 2301 and one (1) upper division economics course are recommended]

  Plus Political Science (PLSI 1301* and 1331*)

  Plus one of the following courses: URBS 1316/SOCI 1316, PSYC 1300*, or SOCI 1301*

  Economics Major, including ECON 2301 and 3117

  Plus History (HIST 3376 and 3388, plus 1 course from U.S. History, 1 course from European History, and at least 1 course each from 3 of the following 4 fields: African History, Asian History, Latin American History, and Middle East History

  Plus Political Science (PLSI 1301* and 1331*)

  Plus one of the following courses: URBS 1316/SOCI 1316, PSYC 1300*, or SOCI 1301*

  Political Science Major, including PLSI 1301* and 1331*

  Plus History (HIST 3376 and 3388, plus 1 course from U.S. History, 1 course from European History, and at least 1 course each from 3 of the following 4 fields: African History, Asian
History, Latin American History, and Middle East History

Plus Economics (ECON 1311*, 1312*, 3117) [ECON 2301 and one (1) upper division economics course are recommended]

Plus one of the following courses: URBS 1316/SOCI 1316, PSYC 1300*, or SOCI 1301*

Sociology Major, including SOCI 1301*

Plus History (HIST 3376 and 3388, plus 1 course from U.S. History, 1 course from European History, and at least 1 course each from 3 of the following 4 fields: African History, Asian History, Latin American History, and Middle East History

Plus Economics (ECON 1311*, 1312*, 3117) [ECON 2301 and one (1) upper division economics course are recommended]

Plus Political Science (PLSI 1301* and 1331*)

Plus URBS 1316/SOCI 1316 (Human Geography) or PYSC 1300*

- Spanish Early Childhood—Grade 12 Certification
  - Spanish Major, including SPAN 3311 or 3312*
  - All language candidates must pass an oral proficiency exam given by the Education Department for program admission.

- Speech 7-12 Certification
  - Human Communication Major, including HCOM 1333, 3330, 3360* or 3362, 3372*, 4350, 4-80

- Theatre Arts EC-12 Certification
  - Theatre Major, including THTR 1330, 2352 or 2356, 2354 and 3340. In addition, HCOM 2313 is recommended, but not required.

Certification for All-level Music

(Early Childhood-Grade 12) Students pursue a major in music including courses for certification. Students will be certified to teach music to students age 3 to grade 12. Students should complete the following undergraduate requirements:

I. Education Course of Study

A. 2 practicum courses are required (EDUC 2204, 2205).

B. EDUC 1331* and 3320* are required.
C. CSCI 1300-7* or equivalency is required.

II. Music major, including

A minimum of 72 credit hours in music. Students may choose from a choral or an instrumental option.

- **Choral emphasis**: 1000 (7 semesters), 1203, 1103, 1113, 1204, 1104, 1114, 2203, 2103, 2113, 2204, 2104, 2114, 3121, 3223, 3225, 3341, 3342, 4301; 18 credits of applied music in one area (14 of which must be at the level of 22- or above); four (4) credits of applied music in a secondary area; 8 credits of large ensemble, 1161, 3162, 4321, 4361, 4363; and 1 credit of music electives.

- **Instrumental emphasis**: 1000 (7 semesters), 1203, 1103, 1113, 1204, 1104, 1114, 2203, 2103, 2113, 2204, 2104, 2114, 3121, 3223, 3224, 3341, 3342, 4301; 18 credits of applied music in one area (14 of which must be at the level of 22- or above); 1122 (or 1 credit of applied music in a secondary area); 8 credits of large ensemble, 1161, 2161, 2162, 2163, 2164, 4264, 4361, 4362; and 2 credits of music electives.

- **Elementary emphasis**: 1000 (7 semesters), 1203, 1103, 1113, 1204, 1104, 1114, 2203, 2103, 2113, 2204, 2104, 2114, 3121, 3223, 3224 or 3225, 3341, 3342, 4301, 18 credits of applied music in one area (14 of which must be at the level of 22- or above) and 4 credits of applied music in a secondary area, 8 credits of large ensemble, 1161, 3162, 4321, 4361, 4364, and 1 credit of music electives.

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**Supplemental Certification for English as a Second Language (ESL) and Special Education**

Our program offers courses leading to supplemental certificates in special education and/or ESL.

I. Special Education

Students may add a supplemental certificate in Special Education by completing the following undergraduate courses (EDUC 1331*, 3330, and 3332/3335) and specialized courses during the graduate year.

II. English as Second Language (ESL)

Students may add a supplemental certificate in English as a Second Language by completing the following undergraduate courses: EDUC 3344, and EDUC 3345 and specialized courses during the graduate year.

Students seeking elementary or secondary certification are encouraged to pursue Special Education and/or ESL supplemental certification. In secondary, the supplemental certificate attaches to the content area certificate.
Fifth Year Graduate Course of Study

The fifth year of the M.A.T. program consists of a summer session and two semesters (30 hours). Upon completion of the fifth year, students receive a M.A.T. (Master of Arts in Teaching), a professional degree.

Those students seeking Certification EC-6

I. During the graduate year of study, students in general education will complete the following: Summer: EDUC 5350, 5351; Fall: 5339, 5360, 5661; Spring: 5263, 5352, 5763.

II. During the graduate year of study, students pursuing a general education and a supplemental Special Education certificate will complete the following: Summer: EDUC 5350, 5351; Fall: 5339, 5360, 5661; Spring: 5263, 5340, 5464, 5352, 5337.

Those students seeking Secondary Certification

I. During the graduate year of study, students in general education will complete the following: Summer: EDUC 5350, 5351; Fall: 5339, 5370, 5671; Spring: 5273, 5352, 5773.

II. During the graduate year of study, students pursuing a general education and a supplemental Special Education certificate will complete the following: Summer: EDUC 5350, 5351; Fall: 5339, 5370, 5671; Spring: 5273, 5340, 5474, 5352, 5337.

Those students seeking Certification All-Level Music

During the graduate year of study, students in general education will complete the following: EDUC 5339, 5349, 5350, 5351, 5346, 5647, and 5948.

Master of Education in School Leadership

The School Leadership program is designed to prepare candidates as innovative and transformational school leaders of elementary, middle, or high schools in today’s school settings. Emphasis is given to the development of the knowledge, skills, and dispositions required of school leaders in a rapidly changing educational context. Candidates will pursue courses in school leadership, instructional leadership, school law and policy, as well as courses in management, finance, design, and innovations in teaching and learning. An extensive, school-based clinical practice experience will be provided in partnership with the candidate’s local school district. The Master of Education degree in School Leadership may be earned by completing 36 credit hours. Upon completion of coursework, clinical practice, and the requisite state certification exam, students will receive Texas’ Principal certificate.

The course of study includes:

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<th>Course Code</th>
<th>Course Title</th>
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<td>ELED 5390</td>
<td>Educational Leadership</td>
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Master of Arts in School Psychology

Trinity University offers a 60-credit hour specialist program in school psychology that is approved by the National Association of School Psychologists (NASP). The Master of Arts in School Psychology is awarded after completing 60 credit hours including two years of full-time study and a third-year internship.

The third-year internship (6 credit hours) consists of a minimum of 1200 clock-hour placement in a school setting. This full-time experience occurs over two consecutive semesters (Fall and Spring) and provides interns with opportunities for supervised work in assessment, counseling, consultation, and program evaluation.

Upon completing the 60-credit hour program, students are eligible for national certification by NASP. The Trinity University program meets the certification and licensure requirements by states that have adopted NASP standards such as Texas.

The course of study includes:

- **EPSY 5379** Psychological Assessment: Cognitive and Academic II
- **EPSY 5380** Biosocial Basis of Behavior and Emotion
- **EPSY 5381** Human Development and Learning
- **EPSY 5382** Psychological Assessment: Cognitive and Academic I
- **EPSY 5384** Behavior Management and Special Education
- **EPSY 5385** Research Methods I—Advanced Statistics
- **EPSY 5386** Psychological Assessment: Emotions and Personality
EPSY 5187  Emotional/Personality Assessment Lab
EPSY 5388  Neuropsychological Assessment and Remediation
EPSY 5389  Counseling Theory and Methods
EPSY 6380  Consultation Theory and Methods
EPSY 6381  Research Methods II: Design and Application
EPSY 6382  Group and Family Interventions
EPSY 6185  Developmental Assessment Lab
EPSY 6385  Developmental Assessment: Infants and Young Children
EPSY 6386  Supervised Practicum—School Psychology
EPSY 6388  Legal and Ethical Issues
EPSY 6183  Interventions Lab
EPSY 6384  School Psychology Practice
EPSY 5390  Educational Administration and Organization
EPSY 7380  School Psychology Internship: Part I
EPSY 7381  School Psychology Internship: Part II
EPSY 6389  (Optional Elective) Psychological Assessment II: Emotions and Personality Advanced

Courses

EDUC-1105 Seminar on Current Issues in Education
A study of the principal issues in public education that affect teaching and learning. Sessions include field trips to selected institutions in the San Antonio community.

EDUC-1106 Seminar on School and Community
A study of selected schools and the communities they serve. Seminar includes field trips to school and community sites.

EDUC-1110 Service Learning in Education
This course will allow undergraduates to design and execute a service learning project in partnership with an area school or community site. In consultation with a faculty advisor, participants will design a suitable project comprising significant volunteer service. Students will prepare a written proposal outlining the intended project,
document their field experience, and summarize contributions in a reflective paper. May be take more than once provided project differs. Prerequisite: Departmental Chair approval required.

EDUC-1310 Seminar in Urban Education Policy and Practice
This seminar focuses on critical issues involved in urban education in America. The course will introduce students to a broad framework for considering educational equity and accountability that includes schools, teachers, students, parents and community, government, and the broader society. The class will feature field experiences and dialogue introducing students to the primary policy debates in urban education including: the Elementary and Secondary Education Act, school desegregation and re-segregation, charter schools, assessment and evaluation, teacher quality, the dropout problem, and culturally responsive teaching. School Visits and field site research will be integral course activities. (Offered every Fall.)

EDUC-1331 Understanding Learners With Exceptionalities in School and Society
An introduction to the causes, characteristics, strategies, trends, and issues in teaching students with exceptionalities. Identification, assessment, and instruction for learners with exceptionalities, including English Language Learners, are discussed. Students will engage in studies of human exceptionality and explore the legal and theoretical foundations for supporting diverse learners. Students will learn about planning and providing instruction that is differentiated, inclusive, and incorporates universal design principles, technology and instructional tools with appropriate accommodations, modifications, and interventions. This course includes a field placement working with students with exceptionalities in a range of educational and community settings. (Offered every semester).

EDUC-2201 Practicum: Early Childhood Teaching Exploration
An introduction to the development needs of young children in conjunction with a field placement in one or more early childhood classrooms. Study will include learning and teaching in early childhood classrooms. (Offered every Spring).

EDUC-2202 Practicum: Secondary Teaching Exploration
This course provides an exploration in secondary teaching and a foundation for continued study in the Master of Arts in Teaching program. It focuses on adolescent learners and their development, as well as teacher and school best practices. The course provides experiences in secondary classrooms and schools. (Offered every Fall).

EDUC-2204 Practicum: Music EC-6
An introduction to music in the preschool through the fourth grade in conjunction with a field placement in a pre-kindergarten or elementary music classroom.

EDUC-2205 Practicum: Music 5-12
An introduction to music in the middle schools and high schools in conjunction with a field placement in a middle or high school band, orchestra, or choral music program.

EDUC-3301 Field Seminar in Elementary Literacy
A study of literacy learning and instruction in the elementary school that integrates theory (seminars) and practice (field experiences). (Offered every Fall). Prerequisite: EDUC 2201.

EDUC-3302 Secondary Field Seminar
A study of innovation and best practice in secondary school teaching and organization. The course integrates theory (seminars, reading and research) with practice (school and classroom experiences). (Offered every Spring).

EDUC-3320 Child and Adolescent Development
The cognitive, emotional, and social factors influencing children and adolescents in contemporary society will be explored. Emphasis will be placed on practical application of current theories in human development and learning related to the family, school, and peer groups. (Offered Every Semester)

EDUC-3321 Schooling in America
A study of the American school and its role in contemporary society. Includes an analysis of the literature related to effective schools and successful teaching and learning practices.

EDUC-3330 Teaching Students With Learning and Behavior Problems
The purpose of this course is to develop skills and knowledge relative to providing instruction, interventions, and leadership in curricular and instructional methods and strategies appropriate for use with individuals who exhibit learning and behavior problems. Issues and trends in the identification, systems, and assessment of students with learning and behavior problems will also be addressed. This course includes a 20-hour field experience, where emphasis is placed on learning about strategies and specialized methods of instructing students with learning and behavior differences. (Offered every Fall).

EDUC-3332 Reading Difficulties With Diverse Populations
This course focuses on learning about reading theory, assessment, materials, and strategies for instructing diverse elementary school students with reading difficulties. On-site supervised experiences will focus on conducting assessments and developing instructional plans for students. Credit may not be earned for both EDUC 3332 and 3335. Prerequisite: EDUC 1331

EDUC-3333 Positive Behavioral Supports for Students With Challenging Behavior
An introduction to the principles of positive behavioral supports and their application to designing effective classrooms for students with challenging behaviors. This course includes a field placement where teachers will learn strategies to reduce behavior challenges of students with and without identified disabilities.

EDUC-3335 Reading Difficulties With Diverse Population in the Middle School
This course focuses on learning about reading theory, assessment, materials and strategies for instructing middle school students with reading difficulties. On-site supervised experiences will focus on conducting assessments and developing instructional plans for students. Credit may not be earned for both EDUC 3335 and 3332. Prerequisite: EDUC 1331
EDUC-3341 Teaching Science in Elementary School
This course is designed to introduce pre-service elementary teachers to the principles of curriculum design and instruction for teaching science to elementary school teachers. Pre-service teachers in the course explore relevant research, national and state science standards, and curricular resources in an effort to understand the history, goals, and methods of science education. Class work throughout the semester is organized around the development of a project-based science unit that may be enacted in pre-service teachers’ future classrooms.

EDUC-3342 Teaching Science and Mathematics in Secondary Schools
This course is designed to introduce undergraduate pre-service teachers to the principles of teaching science and mathematics to middle and high school students. The course will examine the state and national content standards, discuss results from recent research on learning, and explore the implications of standards and research on curriculum design, instruction, and assessment practices in secondary science and mathematics classrooms. Class work throughout the semester is organized around the development of a project-based science unit that may be enacted in pre-service teachers’ future classrooms. (Offered every Spring).

EDUC-3344 Teaching in the Bilingual (English/Spanish) classroom
An introduction to the education of second language learners in the context of bilingual education and English as a second language (ESL) programs. This course includes field experience in working with bilingual and ESL populations in an educational setting. (Also listed as LAC 3344.)

EDUC-3345 Principles and Practices for Teaching English Learners
This course is designed for students who would like to add the English as a Second Language (ESL) supplemental certification to their teaching credentials in the MAT program or for students who may wish to teach English abroad through international programs such as the Peace Corps or teaching abroad programs. The course will focus on the design and application of ESL instruction using research-based ESL strategies and the identification and use of appropriate ESL materials.

EDUC-3351 Mathematics in Elementary School
This course examines key content, strategies and skills as well as methods of teaching and learning mathematics at the Early Childhood - Grade 6 level. The pre-service teachers in this course will reflect on their beliefs about teaching and learning mathematics and beliefs about how children learn mathematics. Assignments will familiarize students with the state and national instructional standards for Early childhood - Grade 6 level mathematics.

EDUC-4100 Senior Seminar
In this capstone course, students will integrate their experiences in the undergraduate course of study in education and the liberal arts and sciences. Individually and collectively, students from EC-4, 4-8, and 8-12 certification levels will examine issues in education from multiple perspectives through seminars and discussions, inquiry and research, and the on-going development of a portfolio. Students will have the opportunity to work closely with a faculty member and peers to organize, integrate, and extend their knowledge of schooling in the United States. This course fulfills the Senior Experience requirement of the University’s Common Curriculum. Prerequisite: Senior Standing.
EDUC-4102 Secondary Advanced Field Seminar
The course provides students who have completed the Secondary Field Seminar (EDUC 3302) the opportunity for additional school-based experience via a placement with a secondary teacher. This course can be repeated for up to 3 credits with different school-based placements. (Offered every semester). Prerequisite: EDUC 3302

EDUC-4338 Teaching Reading in Secondary Schools
The study of literacy and learning in Grades 4-8 with an emphasis on the development of reading and writing processes as well as teaching reading in the content areas. (Offered every Fall).

EDUC-4341 Workshop in Education
Intensive study into some facets of the school curriculum. Equivalence of 3 class hours a week for 1 semester; may be taken more than once provided content differs.

EDUC-4-90 Problems in Education
Independent study in selected areas. One to six semester hours. Prerequisites: Departmental approval and six semester hours of Education.

ELED-5397 Curricular and Instructional Leadership In Grades Ec-6
This course will focus on the knowledge, skills and dispositions required for school-based leadership in an early childhood, elementary or K-8 academy setting. Leading at the EC-6 grade level will be the lens through which students will review the State standards and TEKS for EC-6, experience research-based instructional and assessment practices for the early years, understand the science of reading and language acquisition, examine brain research, developmental milestones and their impact on schooling, and research specific schooling models that support high quality early learning. (Offered every Spring.)

Master of Arts in Teaching

EDUC-5038 Teaching Reading in the Secondary Grades I
Beginning study of literacy and reading in Grades 6-12 with an emphasis on the development of reading and writing processes, as well as teaching reading in the content areas. May only be taken pass/fail. (Offered every Fall.)

EDUC-5334 Curriculum Inquiry and Practice in Special Education
A study of the historical and recent curriculum development trends; the impact of national curriculum studies and movements; and current issues in curriculum planning and assessment as they relate to creating and modifying curricula for students with academic deficiencies.

EDUC-5335 Teaching Inquiry and Practice in Special Education
Presentation of curriculum and instructional approaches to teach special education and high-risk students. Study of methods, strategies, and materials to remotivate, reinforce, and instruct students with academic deficiencies in the least restrictive setting. Field placement required.
EDUC-5336 Clinical Practice in Special Education
Exploration of programming techniques appropriate for students with learning problems. Topics include interpretation of assessment as it relates to learning styles, individualization of instruction, classroom management, and interaction with teachers, administrators, and aides. On-site observation and participation. Fall semester.

EDUC-5337 Advanced Clinical Practice-Special Education
Demonstration of special education teaching methods and behavior management approaches in the classroom. Study of evaluation procedures to determine program and individual progress in special education and related services. Students will be assigned to a special education classroom for the student teaching experience.

EDUC-5338 Teaching Reading in the Secondary Grades II
Advanced study of literacy and reading in Grades 6-12 with an emphasis on the development of reading and writing processes, as well as teaching reading in the content area. EDUC 5038 is a prerequisite. Prerequisite: EDUC 5038

EDUC-5339 Teaching Diverse Learners
This course examines programming and instructional strategies to facilitate effective instruction of culturally and linguistically diverse (CLD) students with and without disabilities. Applied experience incorporated into the Master of Arts in Teaching’s fifth-year internship.

EDUC-5340 Advanced Seminar in Special Populations
This course supplements M.A.T. interns’ clinical practice for those pursuing supplemental certificates in special education and/or English as a second language (ESL). The course provides an opportunity for students to experience the continuum of placements in which special populations receive services.

EDUC-5342 Diagnosis and Remediation in Reading
Methods of diagnosing and remediation of reading disabilities in individual pupils. Remedial reading is considered from the viewpoint of prevention as well as correction.

EDUC-5-45 Independent Study
Independent study in selected areas. One to six semester hours. Approval of advisor and instructor.

EDUC-5346 Music Pedagogics
A field-based course dealing with music education in the elementary, middle and high schools.

EDUC-5647 Clinical Practice in Music
A supervised internship in music education in the elementary, middle and high schools.

EDUC-5948 Advanced Clinical Practice in Music
An independent, but supervised, internship in music education in the elementary, middle, and high school.
Prerequisite: EDUC 5647.

EDUC-5349 Advanced Music Pedagogics
A field-based course dealing with the administration and supervision of programs in music education in the elementary, middle, and high schools. Prerequisite: EDUC 5346

EDUC-5350 Curriculum Inquiry and Practice
A study of the historical and recent curriculum development trends; the impact of national curriculum studies; current issues in curriculum planning and assessment; competing theories of curriculum design; and in-depth study of the content taught in public schools focusing on Early Childhood - Grade 6, Grades 4-8, or Grades 8-12.

EDUC-5351 Teaching Inquiry and Practice
An analysis of the research on teaching and models of teaching, contingency theories of teaching, the role of the teacher as decision maker and the nature of reflective practice. Emphasis is given to how scientific knowledge and context-specific knowledge can be used to inform professional judgment and to create knowledge in use.

EDUC-5352 School Leadership, Supervision and Evaluation
A study of basic concepts, techniques and practices for understanding school leadership as it affects teacher professionalism and school improvement. Emphasis is given to the teacher’s leadership role in collegial and clinical supervision, mentoring, staff development and evaluation. Concepts and practices are examined from political and nonrational perspectives of how schools as organizations work.

EDUC-5353 Elementary Reading and Literacy
An introduction to the essential components of reading instruction, including vocabulary, comprehension, fluency, phonics, and phonemic awareness. Emphasis will be placed on how to effectively teach reading to diverse populations by exploring the meaning of reading, assessing students’ reading progress, and identifying instructional strategies to help students grow as readers. (Offered every year.)

EDUC-5360 Pedagogics: Early Childhood-Grade 6
The study and application to teaching and learning of elementary school curriculum and methodology. Experiences in the university and the public schools are used to interpret, apply, and evaluate elementary school teaching and learning practices. Planning and teaching through various modalities and techniques is researched and developed to enhance individual teaching and learning styles.

EDUC-5661 Clinical Practice: Early Childhood- Grade 6
A supervised internship in elementary school sites where comprehensive experiences involving the school and community are provided. Students work with a team of professors, classroom teachers, and other school personnel to research, assess, and assimilate the teaching-learning process. These teams rotate through a variety of settings in the elementary schools. To be taken concurrently with EDUC 5360.

EDUC-5263 Graduate Intern Seminar: EC-6
This weekly seminar is designed to help interns prepare for and make sense of their classroom-based experiences. Interns engage in action research, develop an exit portfolio, examine student work through use of protocols, and discuss professional readings. To be taken concurrently with EDUC 5763 or EDUC 5464.

EDUC-5763 Advanced Clinical Practice: Early Childhood - Grade 6
An internship in elementary school sites where students assume full responsibility for teaching and classroom management in an independent, but supervised experience for a full semester.

EDUC-5464 Advanced Clinical Practice: Early Childhood - Grade 6
An internship in elementary school sites where students assume full responsibility for teaching and classroom management in an independent, but supervised, experience for a full semester. To be taken concurrently with EDUC 5337.

EDUC-5370 Pedagogics: Secondary
The study and application to teaching and learning of middle grades and secondary school curriculum and methodology. Experiences in the university and the public schools are used to interpret, apply, and evaluate grade-specific teaching and learning practices. Planning and teaching through various modalities and techniques are researched and developed to enhance individual teaching and learning styles at either the middle grades or secondary level. (Offered every Fall).

EDUC-5671 Clinical Practice: Secondary
A supervised internship in secondary school sites where comprehensive practical experiences involving the school and community are provided. Students work with a team of professors, classroom teachers, and other school personnel to research, assess, and internalize the teaching-learning process. These teams rotate through a variety of settings in the secondary schools.

EDUC-5273 Graduate Intern Seminar: Secondary
This weekly seminar is designed to help interns prepare for and make sense of their classroom-based experiences. Interns engage in action research, develop an exit portfolio, examine student work through the use of protocols, and discuss professional readings. To be taken concurrently with EDUC 5773 or EDUC 5474.

EDUC-5773 Advanced Clinical Practice: Secondary
An internship in secondary school sites where students assume full responsibility for teaching and classroom management in an independent, but supervised, experience for a full semester.

EDUC-5474 Advanced Clinical Practice: Secondary
An internship in secondary school sites where students assume full responsibility for teaching and classroom management in an independent, but supervised, experience for a full semester. To be taken concurrently with EDUC 5337.

EDUC-5387 Independent Study: Problems in Practice
This course will help students to link theories of school leadership with actual administrative practice during their last semester of the two-year program, while they are immersed in their internship. In solving real and simulated problems, students will have the opportunity to practice and refine skills that they have begun to develop. Problems will be aligned to NCATE standards that require field experience so that students can document their solutions as evidence in their portfolios.

EDUC-5636 Clinical Practice in Special Education
Exploration of programming techniques appropriate for students with learning problems. Topics include interpretation of assessment as it relates to learning styles, individualization of instruction, classroom management, and interaction with teachers, administrators, and aides. Activities will include on-site observation and participation. Students will spend extended time in two different field placements.

EDUC-5-99 Problems in Education
A conference course in education. The student pursues independent research in the area in which he/she is concentrating. Credit can vary according to work prescribed. May be taken more than once provided content differs. Prerequisite: Approval of advisor and instructor.

Master of Education in School Leadership

ELED-5390 Educational Leadership
Administrative theory as a means for directing attention to process and relationships. Organization of American public education. Principles and concepts of educational administration and leadership as related to the major administrative tasks. Knowledge of organizational patterns and administrative process, particularly as needed for the development and operation of special and compensatory education. Communication with the public. Examines components of administration and boards of control. Planning as a prerequisite to the implementation of programs and changes.

ELED-5391 School Management and Finance
This course deals with the basic management functions required for the successful organization and operation of schools and school districts. An overview of administrative responsibility as it relates to school personnel, students, facilities, and the general public is provided.

ELED-5392 Leadership in Elementary and Secondary Schools
A study of administration of elementary and secondary schools with emphasis upon organizing techniques, program management, and student and parent involvement. Stress is upon skills needed by a principal for success at each level.

ELED-5393 Research, Assessment, and Data-Driven Decision Making
This course focuses on statistical and research methods underlying psychological and educational research and analysis, and its application to understanding and utilizing the wealth of data available in schools regarding
students, student performance, and trends of achievement over time in order to improve student achievement as well as the overall performance of the school.

ELED-5394 Clinical Practice - Internship
This course focuses on the application of the knowledge, skills, and dispositions of a school leader in a diverse school-based setting. Structured learning activities, aligned to state and national standards, will comprise the applied portion of this course paired with reflective, analytical written entries of the experience which will be included in candidate’s professional portfolio.

ELED-5395 Instructional and Curricular Leadership
An examination of modern curricular programs and instructional methodologies, analyzing philosophical backgrounds, purposes, and implications for implementation in schools. Studies include a major look at instructional needs, practices, new programs of instruction, how these programs operate at the elementary and secondary school levels, and how they are influenced by national and state entities.

ELED-5396 Problems in Administration
Students are required to do in-depth reading in a variety of areas, make field trips to observe model programs in school administration, and conduct field studies.

ELED-6390 School Law and Policy Analysis
This class focuses on the laws, rules, structures and processes that define education in Texas and how to change them through analysis and argumentation. Students will: 1) explain the constitutional, statutory and organizational framework of the Texas public educations system; 2) apply their understanding of school law in response to common demands made on school administrators by parents, students, school employees and other stakeholders; 3) analyze and develop arguments for changes in education policies and administrative structures, processes and programs; and 4) research school related court cases, statutes and administrative policies.

ELED-6391 Advanced Problems in Administration
Problem solving and inductive inquiry themed to live and persistent problems of administrative practice through case study and simulation.

ELED-6392 Supervision and Evaluation of Teaching
Emphasis is on supervision as a means to improve teaching by promoting reflection, action research, and enhanced staff development. Students review the research on teaching and examine philosophical and moral issues. Clinical supervision, portfolio development, and other evaluation techniques are developed and practiced.

ELED-6393 Community Building and Civic Engagement
It is no longer sufficient for school leaders to solely focus on the operations of their school. They must interact with and form partnerships with the varying constituencies that impact their schools across the community, region and nation. This course will focus on the examination of these constituencies and will analyze successful school programs across the nation and beyond that leverage community and civic partnerships to add value to the
educational experience for students and the success of the school in general.

**ELED-6693 Clinical Practice - Advanced Internship**
Field work in school administration under the direction and supervision of both a public school administrator and a university staff member.

**ELED-6394 Systems Design & Implementation**
This course is designed to introduce a variety of school design and redesign structures and processes to equip prospective principles with a diverse set of tools to use in school transformation work. Topics will include: design thinking, principles of strategic planning, systems thinking and system dynamics, research related to school turnaround, and developing an entrepreneurial stance regarding school system design and redesign.

**ELED-6395 Innovation in Teaching and Learning**
This course is designed to engage school leadership candidates in an exploration of the current models of innovation that are most prevalent in the field of education. Topics may include: computer-mediated curriculum, blending learning, global education, "classrooms without walls", expeditionary learning, and other evolving educational models. Students will visit, in person or virtually, a variety of these models and analyze the strengths, challenges, and possible impact of the innovations in the maximizing of student learning.

**Master of Arts in School Psychology**

**EPSY-5379 Psychological Assessment: Cognitive and Academic II**
The second course in the series of addressing the assessment of student cognitive and academic functioning. Focus is on the analysis of data and conveying results in a meaningful report with relevant recommendations for the intended audience. Prerequisite: EDUC 5382 Psychological Assessment: Cognitive and Academic I

**EPSY-5380 Biosocial Basis of Behavior and Emotion**
A critical study of disorders of thought, behavior, and emotions throughout the lifespan. The impact of both social and biological factors on abnormal development are examined. The taxonomies to classify emotional and behavioral disorders are presented.

**EPSY-5381 Human Development and Learning**
A consideration of the major contribution of scientific research to an understanding of human development and learning. Emphasis on the biological, social, cultural, and psychological factors determining individual differences in children and adolescents. The major learning theories are studied in relation to their implications for teaching, and counseling and assessment.

**EPSY-5181 Human Development and Learning Lab**
Practice in the application of human development and learning theories. The lab project addresses a selected case study's theoretical development stage and the construction of an intervention from learning theories. Monitoring,
graphing, and development conclusions will be conducted throughout the semester. Must be taken in conjunction with EDUC 5381.

EPSY-5382 Psychological Assessment: Cognitive and Academic I
The first in the two-course sequence in the assessment of cognitive and academic functioning. This course begins with a study of the theory of intelligence and achievement testing. Practice in administration, scoring, interpretation, and report writing using a variety of norm-referenced individual tests. Presentation of assessment strategies to assure reliable and valid appraisal of students from diverse cultural backgrounds.

EPSY-5378 Ethics, Standards and Procedures in School Psychology
This course is the introductory course to the School Psychology Program. Students will acquire knowledge of school psychology professional roles, ethics, standards, laws, rules and regulations, and historical foundations of the profession. Students will engage in projects, class discussions, research and presentations to learn and apply foundational knowledge for the practice of school psychology. (Offered every Fall.)

EPSY-5183 Cognitive Academic Assessment Lab
Practice in the administration and scoring of mental abilities tests. Course must be taken in conjunction with EDUC 5382.

EPSY-5384 Behavior Management and Special Education
Study of behavior management systems that are based on psychodynamic, cognitive-behavioral, and developmental theoretical orientations. Specific intervention strategies are presented to reduce the behavioral and learning problems that interfere with achievement and psychosocial functioning.

EPSY-5184 Behavior Management Intervention Lab
Supervised Lab on writing Individualized Education Plans (IEP) and Behavior Management Plans for students with learning and emotional problems. The plans are developed based on actual cases that the student will observe and test. This lab must be taken in conjunction with EDUC 5384.

EPSY-5385 Research Methods I - Advanced Statistics
This course, the first in the graduate research methods sequence, covers major statistical procedures and their associated knowledge paradigms, including: 1) descriptive and correlational statistics; 2) inferential statistics; 3) nonparametric statistics; and 4) univariate and multivariate procedures.

EPSY-5386 Psychological Assessment: Emotions and Personality
A study of test and interview-based assessment methods to assess psychosocial development. Focus on how diagnostic formulation is used to prepare comprehensive intervention plans. Intensive training in administration, scoring, and interpretation of projective personality tests. Must be taken in conjunction with EDUC 5187.

EPSY-5187 Emotional/Personality Assessment Lab
This class consists of various exercises and activities designed to provide students with opportunities to practice
scoring, formulate interpretive hypothesis, synthesize and integrate data from a variety of assessment measures, and prepare written reports. Must be taken in conjunction with EDUC 5386.

**EPSY-5388 Neuropsychological Assessment and Remediation**
A study of brain-behavior relationships and neuropsychological-based learning disorders most commonly seen in youth. Administration, scoring, and interpretation of neuropsychological tests with emphasis on how to modify instruction to teach and counsel individuals with learning disabilities.

**EPSY-5389 Counseling Theory and Methods**
Theories of counseling and psychotherapy are presented. Counseling methods and approaches are studied and demonstrated according to the major theoretical paradigms in Psychology. Multicultural issues are discussed in implementing counseling services in schools.

**EPSY-6378 Interventions and Multi-Tiered Systems of Support**
The course covers a range of prevention and intervention strategies for children and adolescents to address academic and behavioral concerns in their developmental contexts such as family, peer, school and community. Students will learn to critically evaluate evidence based practices and techniques for assessing the effectiveness of interventions. In addition, students will review the basic academic instruction strategies for reading, math and writing and social emotional learning. Students will explore the role of the school psychologist in a multi-tiered system of support including assessment, consultation and direct intervention. (Offered every Fall.)

**EPSY-6380 Consultation Theory and Methods**
The types of school and mental health consultation are presented. The role of the consultant at all phases of the consultation process is studied. Specific techniques for case, program, and consultee-centered consultation are discussed and simulated.

**EPSY-6381 Research Methods II: Design and Application**
The second course in the sequence focuses on issues related to research methods for applied settings and the practice of making empirically-supported decisions related to underlying psychological and educational research. Topics addressed include: 1) the philosophy of science underlying research; 2) ethical issues in research, 3) challenges to internal and external validity; 4) research designs for applied settings; and 5) appropriate operations on different types of measurement scales.

**EPSY-6382 Group and Family Interventions**
Current theories, methods, and applications of group and family interventions are studied. Recognition of the influence of small group dynamics and process on learning and communication are analyzed. Must be taken in conjunction with EDUC 6183.

**EPSY-6183 Interventions Lab**
Practice in group and family interventions. Must be taken in conjunction with EPSY 5389.
EPSY-6384 School Psychology Practice
Overview of the legal, ethical, and professional issues in the practice of school psychology. Examination of the role of the school psychologist in culturally and socially diverse educational and community organizations. Exploration of the interrelationship of the school psychologist to the campus student services personnel.

EPSY-6385 Developmental Assessment: Infants and Young Children
Presentation of methods and theory in the developmental/psychoeducational assessment of infants and young children. Mastery of skills to administer and interpret psychological tests to identify cognitive, language, motor, adaptive, and socioemotional problems in the birth-5 age group (with an emphasis on children ages 3-5). Community/family/school collaboration and educational/behavioral interventions for young children will be discussed. Must be taken in conjunction with EDUC 6185.

EPSY-6185 Developmental Assessment Lab
Practical experience in administering, scoring, and interpreting various instruments designed for the evaluation of cognitive, adaptive, social/ emotional, language, and motor skills of young children will be provided. Preparation of informative written reports that include appropriate recommendations for early childhood interventions will be emphasized. This lab must be taken in conjunction with EDUC 6385.

EPSY-6386 Supervised Practicum-School Psychology
Required for certification and/or licensure. Consists of supervised experiences in appropriate institutions and/or agency settings. Credit may vary. Open to a limited number of qualified students in School Psychology. Practicum placement is in a multi-cultural setting.

EPSY-6387 Educational Planning for the Exceptional Student
Seminar and applied practice based upon state and federal education laws and their implementation in the school setting. Includes principles and methods to write psychoeducational evaluation reports, treatment plans, and individualized education plans (IEP). Lecture, case study, and field assignment.

EPSY-6388 Legal and Ethical Issues
Advanced Seminar and applied practice based upon state and federal regulations, compliance standards, and their implementation in the public school setting. Specific cases are utilized to study the legal and ethical requirements for professionals in education and specifically in school psychology. Collaboration with other professionals is emphasized.

EPSY-6389 Psychological Assessment II: Emotions And Personality Advanced
This course builds upon information and work in EDUC 5386 Psychological Assessment: Emotions and Personality and EDUC 5187 Emotional/Personality Laboratory. Graduate students participate in an advanced study and application of several instruments utilized to assess emotional functioning and personality characteristics in children and adolescents. Administration, scoring, and interpretation of these assessments are taught and applied in several cases. Recommendations for school and family settings are also included. (Offered every Fall.)
Prerequisites: EDUC 5386 and 5187
EPSY-6390 Multicultural Issues in School Psychology
The course will provide students with the opportunity to develop a multicultural awareness as they explore the impact of an increasingly diverse society in the United States. Particular emphasis will be placed on gaining self-awareness around issues of cultural diversity. The course is designed to help professionals in educational settings (as well as other settings) have a knowledge base for working more effectively with children and adults of varying cultural backgrounds. Students will become familiar with race and ethnicity concepts, cultural identity, and issues surrounding a variety of other psychosocial and psychoeducational variables.

EPSY-7380 School Psychology Internship: Part I
Supervised internship in the practice of school psychology. Experience provides opportunities for counseling, assessment, and consultation in school systems and community agencies.

EPSY-7381 School Psychology Internship: Part II
Supervised internship in the practice of school psychology. Experience provides opportunities for counseling, assessment, and consultation in school systems and community agencies.