

**6090. Clinical Residence in Audiology.** 3, 6 or 9 hours. Advanced full-time clinical practicum in an external practicum site during the fourth year of the AuD program. May involve relocation or travel. Prerequisite(s): completion of all academic and clinic course requirements. May be repeated for credit. Students will be required to take a total of 24 semester credit hours.

**6100. Instrumentation in Audiology.** 2 hours. Introduction to signals, instrumentation and calibration of devices used to assess hearing. Lab topics include signal verification, audiometer calibration and sound-level measurement. Prerequisite(s): SPHS 6650 and 6660.

**6200. Neuroanatomy and Neurophysiology of the Auditory and Vestibular System.** 3 hours. Neuroanatomy and neurophysiology of the hearing and balance systems. Emphasis on both afferent and efferent systems. Prerequisite(s): SPHS 4130 and 4120 or consent of instructor.

**6650. Audiologic Assessment.** 3 hours. Fundamental principles and clinical application of pure tone and speech audiometry.

**6660. Hearing Science.** 3 hours. The physical and psychological aspects of audition.

**6670. Medical Audiology.** 3 hours. Functional anatomy, physiology and neurology of the hearing mechanism as applied to various pathologies and their otological management. Prerequisite(s): SPHS 6200.

**6680. Pediatric Audiology.** 3 hours. Evaluation and management of hearing-impaired children. Prerequisite(s): SPHS 6650 or equivalent.

**6690. Hearing Aids I.** 3 hours. Physical characteristics and clinical aspects of auditory amplification for the hearing impaired. Prerequisite(s): SPHS 6650, 6660, or equivalents.

**6695. Hearing Aids II: Strategies for Selecting and Fitting Hearing Aids.** 3 hours. Strategies for selection and fitting of hearing aids and assistive listening devices. Special emphasis on fitting of programmable and digital instruments including real-ear measurement and computerized fitting techniques. Prerequisite(s): SPHS 6680 or equivalent.

**6700. Rehabilitative Audiology: Children.** 3 hours. Management of infants and children with hearing loss. Includes procedures for management, amplification considerations, treatment methodologies, strategies for speech and language skills assessment, and educational options.

**6710. Occupational and Environmental Hearing Conservation.** 3 hours. Physical, physiological and psychological effects of noise; its influence, measurement and control in society. Prerequisite(s): SPHS 6650, 6660, or equivalents.

**6730. Seminar in Audiology.** 1–3 hours. Consideration of current research, clinical or professional trends, and issues in audiology. Prerequisite(s): SPHS 6650. May be repeated for credit as topics vary.

**6760. Advanced Audiologic Assessment.** 3 hours. Application of pure tone, speech audiometry and electrophysiological measures to complex auditory problems. Prerequisite(s): SPHS 6650, 6700, or equivalents.

**6770. Electrophysiologic Assessment I.** 3 hours. Consideration of electrical potentials in the cochlea, electrical activity in the auditory nerve and brainstem, methodological considerations in studies of human evoked potentials, normal and abnormal cochlear, auditory nerve and brainstem responses. Otoacoustics emissions evoked and emitted and their clinical applications. Prerequisite(s): SPHS 6650.

**6780. Electrophysiologic Assessment II.** 3 hours. Applied electrophysiologic methods and techniques of evaluation of the auditory system using evoked potentials and otoacoustic emissions. Prerequisite(s): SPHS 6650.

**6800. Rehabilitative Audiology: Adults.** 3 hours. The rehabilitative management of the adult with hearing impairment. The rehabilitative process is examined from various parameters that affect it. Emphasis is on the assessment of communication function and appropriate remediation strategies specific to adults.

**6990. Research Project.** 3 hours. Faculty-directed research project that may be a prospective study of a selected aspect of auditory evaluation or rehabilitation, a retrospective analysis of existing audiologic databases, a historical survey [of a particular problem area, or a feasibility study of an existing or proposed evaluation or intervention technique. May be repeated for credit. Prerequisite(s): PSYC 2317 or MATH 1680 or equivalent and SPHS 5775.

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## Teacher Education and Administration

### *Bilingual and English as a Second Language Education, EDBE*

**5560. Fundamentals of Bilingual and English as a Second Language Education in EC–12 Settings.** 3 hours. Examination of historical and legal aspects of bilingual and English as a second language education in EC–12 settings, including program models for the education and English language learners; also, an overview of theories of second language learning and their implications for practice in schools. A minimum of 10 hours of observation is required. Prerequisite(s): consent of department.

**5570. Assessing Language and Content Learning in EC–12 Bilingual and English as a Second Language Education.** 3 hours. Examination of issues related to assessment of language proficiency and cognitive abilities of EC–12 English language learners, including the importance of appropriate diagnostic testing to the teaching and learning progress; a review of potential cultural bias in EC–12 assessment procedures for assessing eligibility of EC–12 students for special language programs. Prerequisite(s): EDBE 5560 or consent of department.

**5580. Curriculum for EC–8 Bilingual Education.** 3 hours. Study of methods, approaches and materials to teach content in a bilingual classroom with a special focus on the rationale and techniques for literacy development in Spanish. Language of instruction is Spanish and English. Placement through departmental Spanish proficiency exam. Ten hours of observation in authentic bilingual classrooms are required. Prerequisite(s): EDBE 5560 or consent of department.

**5585. Teaching, Reading and Other Language Arts in Bilingual Education.** 3 hours. Theoretical principles, practices and materials applicable to the teaching of reading and other language arts in Spanish in elementary bilingual education classrooms. Key topics include reading pedagogy for biliteracy, issues of transfer from Spanish to English reading, process writing, children's literature, use of Internet and applicable computer software resources and assessment strategies. Language of instruction: Spanish. Placement through departmental Spanish proficiency test. Minimum of 10 hours of observation in authentic bilingual classroom. Prerequisite(s): EDBE 5560.

**5590. Pedagogy of English as a Second Language for EC–12 Classrooms.** 3 hours. Examination of appropriate procedures and materials for academic content instruction and language development for English Language Learners (ELLs). Topics to be explored include structured and unstructured techniques for teaching ELLs, the relationship between oral language development and literacy skills, the development of literacy skills in English for students who are not literate in the first language and methods for effective sheltered English instruction. Emphasis placed on inclusion of all learners. Prerequisite(s): LING 5060, EDBE 5560 or consent of department.

### ***Educational Administration and Supervision, EDAD***

**5300. Introduction to Educational Administration.** 3 hours. Focuses on instructional leadership development and serves as the introductory course for degrees and certification in educational administration. Includes a study of campus-level leadership and accountability and concomitant roles and responsibilities; as well as interrelationships among administrators, teachers, students, parents and community groups. Degree plans are developed and the major professor/adviser is assigned.

**5330. Instructional Leadership.** 3 hours. Study of instructional leadership as it relates to the improvement of instruction, effective schools and ongoing effective program delivery by personnel. Areas to be explored and discussed include significant and recent research and best practices of instructional leadership, learning theory, the change process, school climate and culture, effective teaching methods and the relationship of instruction to curriculum.

**5390. Campus-Level School Law.** 3 hours. Provides an understanding of important constitutional, statutory, administrative and case law as it pertains to the everyday operation of schools in Texas. Students learn the legal framework within which schooling takes place and how it structures the decisions that campus administrators make. Primary emphasis is placed on legal issues facing campus-level administrators.

**5400. Management of School Resources.** 3 hours. Introductory-level course in the planning and management of school resources with particular applications to Texas. Designed to prepare building-level administrators to understand the issues influencing the planning and management of personnel, financial and capital resources at the school building level.

**5500. Internship in Educational Administration.** 3 hours. Provision for on-the-job experience and professional study in administration and supervision as directed by the student's major adviser. Required for Texas professional certificate for school administration. Not applicable to degree programs. The internship requires 125 hours of

experience at either a secondary, middle, elementary, or alternative school site. Prerequisite(s): completion of EDAD 5300, 5330, 5390 and 5400.

**5550. Computer Applications for Educational Administrators.** 3 hours. Study and analysis of the use of technology in the administration of education with emphasis on using microcomputer applications to facilitate administrative activities; planning for the incorporation of technology into district/campuswide instructional programs; and promoting education via the use of technology.

**5600. Race, Class and Gender Issues in Education.** 3 hours. Race, class and gender inequities exist throughout educational systems. Students critically examine issues related to providing leadership for a diverse student population. Students learn what it means to be a culturally responsive leader and to review, research and debunk stereotypes and negative views. Students begin to recognize all learners as capable, motivated, resilient and able to build on cultural strengths. Strategies for school change are also explored. Prerequisite(s): completion of EDAD 5300, 5330, 5390 and 5400.

**5610. School Communications and Public Relations.** 3 hours. Every administrator in an educational organization has a responsibility to engage in public relations on a daily basis. The primary objective of this course is to examine school-based public relations with the context of life in an information age, practice in schools shared decision-making, and sustained demands for school improvement. Students study three critical dimensions of school public relations: informing the public; modifying attitudes and opinions; integrating the actions and attitudes of an organization with those of its public. Prerequisite(s): completion of EDAD 5300, 5390 and 5400.

**5620. Administration and Leadership for Student Educational Services.** 3 hours. Designed to investigate the values, theoretical bases, best practices and challenges for leaders who administer student educational services at the school or district levels. Provides a review of federal laws, rules, regulations and expectations for students placed at risk in educational settings by circumstances and situations beyond their control. Emphasis on students who are educationally disadvantaged because of poverty, language differences, disabilities, interests and academic performance or lack thereof. Prerequisite(s): completion of EDAD 5300, 5330 and 5400.

**5630. Organizational Change and School Improvement.** 3 hours. School change and improvement from the perspectives of classical/rational organizational theory, open systems theory, contingency theory and social systems theories. Content includes research on school change and school improvement, strategic planning, effects of major reform initiatives in the 1980s and 1990s, and the development of the literature review in a research study. Prerequisite(s): completion of EDAD 5300, 5330, 5390 and 5400.

**5650. Professional Development and Supervision.** 3 hours. Provides students with the knowledge, interpersonal skills and technical skills to accomplish the supervisory tasks of direct assistance to teachers and professional development. Students learn how to implement models of professional development, especially job-embedded professional development, and how to apply the basic processes of developmental supervision, clinical supervision and coaching. In addition, the course addresses the relationship of effective supervisory behaviors to appraisal processes. Prerequisite(s): EDAD 5300, 5330, 5390 and 5400.

**5680. Administration of the K–12 Curriculum.** 3 hours. Examines the interaction among curriculum, instruction and assessment at site, district and national levels. Theoretical knowledge as well as site and district based curricular projects are included. The student develops an understanding of the critical importance of research based yet practical curriculum alignment and coordinated planning in school reform and improvement. Prerequisite(s): completion of EDAD 5300, 5330, 5390 and 5400.

**5700. Practicum in Educational Administration.** 3 hours. The final course for the educational administration program area. During the class meetings students review and analyze fundamental issues in the educational administration competency areas, discuss current trends and pressures influencing changes in the field, and address knowledge and skills needed to be prepared for an administrative career. At least 125 contact hours are spent in the field working with a site or central office administrator dealing with specified instructional, supervisory, administrative, leadership, curricular and management responsibilities. Prerequisite(s): EDAD 5300, 5390 and 5400.

**5800-5810. Studies in Education.** 1–3 hours each. Organized classes specifically designed to accommodate the needs of students and the demands of program development that are not met by the regular offerings. Short courses and workshops on specific topics are offered on a limited basis, to be repeated only upon demand. May be repeated for credit.

**5900. Special Problems.** 1–3 hours. Open to graduate students who are capable of developing a problem independently. Problems chosen by the student and approved in advance by the instructor and the department chair.

**6031-6032-6033. Practicum, Field Problem or Internship.** 3 hours each. Provision for on-the-job experience or professional study in administration or supervision as directed by student's major adviser. Limited to 6 hours in doctoral degree program. Special designation for each section is as follows.

**6031. Internship Under Practicing School Administrator.** Required for Texas professional certificate for school administration. Not applicable to degree programs.

**6032. Practicum or Field Problem.** An elective for doctoral candidates in administrative leadership.

**6033. Internship Under School Superintendent.** Required for Texas professional certificate for superintendent. Not applicable to degree programs.

**6100. Theoretical Foundations of Educational Administration.** 3 hours. Designed to provide educational leaders and administrators with the body of theory most relevant to the high-quality practice of educational administration, and to specifically relate research and theory to practice in educational administration. Prerequisite(s): any one of EPSY 5050, 5210, 5220 and 6020, or consent of instructor.

**6110. Advanced Theory and Research in Administration.** 3 hours. Contemporary inquiry in educational administration. The course examines the impact of positivism, subjectivism and functionalism and its critics on recent research on school organization and administration.

**6200. Current Issues in Educational Administration.** 3 hours. A doctoral seminar on issues of policy and practice in educational administration. It addresses value orientations, relevant research and policy considerations that shape decisions.

**6310. Research Practicum.** 3 hours. Students conduct a research project designed to generate or test theory. Prerequisite(s): EDAD 6110 and permission of instructor. May be repeated for credit.

**6400. Politics of Educational Administration.** 3 hours. This course focuses on politics as it impacts educational administration. Starting with an exploration of the political systems model as a means of analysis, the course examines educational policy development at the local, state and federal levels. The roles of change agents, interest groups, lobbyists, the media and other political players are examined. Implications for administrative behavior are discussed. Much of the analysis is conducted through case studies and study of current educational issues.

**6510. Seminar in Advanced Education Law.** 3 hours. Builds on the content of the prerequisite course by focusing on legal and policy issues of particular concern to top-level educational policymakers and administrators. Topics include such controversial and complex issues as the role of the state in education, parental rights, school choice and vouchers, privatization, religion on campus, school desegregation and integration, and legal liability for constitutional wrongs. Topics will vary, depending upon the current school reform agenda. Underlying concerns that drive the development of legal mandates in schooling will be explored. Prerequisite(s): EDAD 5390 or equivalent.

**6520. Personnel Administration in the Public Schools.** 3 hours. The principles and practices of personnel administration. Emphasis on recruitment, selection, deployment, evaluation, staff development, manpower planning and employee relations in the public schools.

**6530. Educational Facilities.** 3 hours. The planning, design, construction, maintenance and evaluation of educational facilities. Develops awareness and skills related to population projections, needs assessment, educational specifications, site selection, rehabilitation of buildings, maintenance and operation of educational facilities, and building evaluation surveys.

**6540. Education and Public Relations.** 3 hours. Principles and practices of public relations applied to education. Designed to provide proficiency and skill in the improvement of relations between the school and the public through interaction and utilization of political, community and human resources and other social institutions in the organization, and improvement of public education.

**6550. Business Administration of the Public Schools.** 3 hours. Organization of the business management function in the public schools, including internal structure, office and personnel management, budgeting maintenance and operation, transportation, food services, legal relationships, insurance and safety. Prerequisite(s): EDAD 5400 or consent of instructor.

**6570. Seminar in Advanced Educational Finance.** 3 hours. Problems and issues involved in financing the public schools. The context and methodology of the course are suitable for educators working at all levels in the public schools and are directly relevant to their current problems and needs. Prerequisite(s): EDAD 5400 or consent of instructor.

**6580. Administration and Supervision of the Instructional Program.** 3 hours. Major issues, problems and trends in the K–12 curriculum, from an administrative and supervisory point of view. Special emphasis is given to the role of organizational leadership and to strategies for stimulating, implementing and evaluating alternatives in curriculum and instruction. Prerequisite(s): any one of EDCI 5320, EDSE 5440 and EDEE/EDSE 5400, or consent of instructor.

**6590. The Superintendency.** 3 hours. An advanced course dealing with the basic functions of the superintendency — planning, programming, communicating and evaluating — and the current issues and problems confronting the practicing educational administrator. Prerequisite(s): EDAD 5330 or consent of instructor.

**6900–6910. Special Problems.** 1–3 hours each. Research by doctoral students in fields of special interest. Includes project research studies and intensive reading programs. Conferences with professors in the fields also are included.

**6950. Doctoral Dissertation.** 3, 6 or 9 hours. To be scheduled only with consent of department. 12 hours credit required. No credit assigned until dissertation has been completed and filed with the graduate dean. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy. May be repeated for credit.

### **Educational Curriculum and Instruction, EDCI**

**5070. Geo-Spatial Technologies for Educational Environments.** 3 hours. Application of geo-spatial technologies for visualization and analysis in K–12 educational settings. Emphasis on applications such as Geographic Information Systems, Global Positioning System and Internet-based interactive mapping, and digital globes for geo-spatial inquiry in formal and informal educational environments.

**5130. Philosophy and Principles of Multicultural Education.** 3 hours. The recognition and examination of the philosophy and principles germane to multicultural education. Emphasis is on sensitivity to racial and cultural differences and their influences on an effective educational program. Students also examine the great diversity of lifestyles that our multicultural heritage embraces. Prerequisite(s): EDCI 5710.

**5320. Curriculum Development.** 3 hours. Identification and understanding of the underlying philosophical principles, societal expectations and practical demands that must be reflected in the development of curricular offerings, incorporating appropriate instructional and evaluative methodology for a diverse student clientele. Includes continued development of the program portfolio. Includes research proposal for the program action research project. Prerequisite(s): EDCI 5710.

**5360. Effective Teaching and Learning.** 3 hours. Theoretical grounding and practical experience to further enhance instructional knowledge and expertise of certified teachers. Course objectives are based on national and state standards for teacher development beyond initial certification. The course enables student teachers to enhance student learning in the classroom and prepares teachers for campus leadership roles such as that of mentor teacher and staff development provider. Includes continued development of the program portfolio. Includes the literature review for the program action research project. Prerequisite(s): EDCI 5710.

**5620. Anthropology of Education.** 3 hours. Examines issues and approaches relevant to the study of education within the field of anthropology. Introduction to anthropological concepts and anthropological methods used in the study of education and schooling. Examination of the relation between anthropology and education as it pertains to cultural transmission. Cultural difference, minority status, and educational outcomes. Current perspectives and critiques relevant to educational “problems” and emerging solutions derived from an anthropological perspective of education. (Same as ANTH 5620.)

**5710. Curriculum and Instruction Inquiry I.** 3 hours. Introduction to critical reflection and inquiry through action research. Development of basic skills as consumers of educational research and as teacher-researchers. Admission procedures are completed and degree plan developed. Should be taken upon first residence registration in the curriculum and instruction MEd program.

**5720. Curriculum and Instruction Inquiry II.** 3 hours. Advanced critical reflection and inquiry through action research and advocacy. Refinement of skills as consumers of educational research, teacher-researcher and advocate for and against educational change. Consideration of contemporary issues in education. Presentation of program portfolio is scheduled during enrollment in this course, including completion of action research report. Should be taken during the last resident registration in the curriculum and instruction MEd program. Prerequisite(s): EDCI 5130, 5320, 5360, 5710; and EDSP 5755.

**5800–5810. Studies in Education.** 1–3 hours each. Organized class specifically designed to accommodate the needs of students and the demands of program development that are not met by the regular offerings. Short courses and workshops on specific topics are offered on a limited basis. May be repeated for credit with departmental approval. (Same as EDEE/EDSE 5800–5810.)

**5960–5970. Education Institute.** 1–6 hours each. For students accepted as participants in special institute courses on a range of topics relevant to the development of teacher leaders. (Same as EDEE 5960–5970.)

**6030. Practicum, Field Problem or Internship.** 3 or 6 hours. The provision of supervised professional activities in education by the student’s major adviser. Registration is on an individual basis.

**6110. Conceptual Frames for Curriculum and Instruction.** 3 hours. Analysis of major concepts, areas of concern and modes of inquiry in the fields of educational history, philosophy, sociology and anthropology as applied to theory and policy in the fields of curriculum and instruction. Required entry course for doctoral program in curriculum and instruction.

**6220. Conceptual Models of Curriculum Development.** 3 hours. Descriptions and analyses of conceptual models of curriculum theory, curriculum development, and curriculum inquiry and research. Prerequisite(s): EDCI 6110 or consent of instructor.

**6230. Implementation and Evaluation of Curriculum.** 3 hours. Course covers selected models of curriculum and allows students to analyze and design appropriate strategies for implementing and evaluating curriculum. Prerequisite(s): EDCI 6110 and 6220, or consent of instructor.

**6340. Conceptual Models of Learning and Instruction.**

3 hours. The study of the research base and the learning theory underlying major current models of teaching. Prerequisite(s): EDCI 6110, 6220 and 6230, or consent of instructor.

**6350. Research and Practice of Teaching.** 3 hours. The course focuses on research in teaching; the selection, implementation and evaluation of strategies and models; and conceptual models of improving instruction.

Prerequisite(s): EDCI 6110, 6220, 6230 and 6340, or consent of instructor.

**6460. Policy Analysis in Curriculum and Instruction.**

3 hours. Description and analysis of major factors involved in curriculum and instruction policy-making at the local, state, national and international levels. The course includes information and practice on developing a practical approach to policy development in curriculum and instruction.

Prerequisite(s): EDCI 6110, 6220, 6230, 6340 and 6350, or consent of instructor.

**6900-6910. Special Problems.** 1–3 hours each. Research by doctoral students in fields of special interest. Includes project research studies and intensive reading programs. Conferences with professors in the fields also are included.

**6950. Doctoral Dissertation.** 3, 6 or 9 hours. To be scheduled only with consent of department. 12 hours credit required. No credit assigned until dissertation has been completed and filed with the graduate dean. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy. May be repeated for credit.

### **Educational Foundations** – see *Undergraduate Catalog*

#### **Elementary Education, EDEE**

**5020. Advanced Studies in Elementary School Mathematics.**

3 hours. Modern curricula and techniques. The content, scope, philosophy and pedagogical strategies of several modern mathematics curricula and their utilization in upgrading mathematics instruction in the elementary school. Prerequisite(s): EDEE 4350.

**5030. Field Experiences in Elementary Schools.**

3 hours. Supervised professional activities in elementary schools; includes teaching under supervision.

**5040. Advanced Studies in Elementary School Social Studies.**

3 hours. Teaching social studies in the elementary school and aspects of citizenship and character development. Prerequisite(s): EDEE 4340.

**5050. Advanced Studies in Elementary School Science.**

3 hours. Modern curricula and techniques. The content, scope, philosophy and pedagogical strategies of several modern science curricula and their utilization in upgrading science instruction in the elementary school. Prerequisite(s): EDEE 4330.

**5060. Advanced Studies in Elementary School Language Arts.**

3 hours. A comprehensive study, based on principles of child growth and development, of the language arts for the elementary school. Major areas of consideration are trends and philosophies, materials and techniques, and relevant research. The interrelationships of all the language arts are given primary emphasis. Prerequisite(s): EDRE 4860.

**5101-5102. Student Teaching in Pre-K through Grade 4.**

3 hours each. Certification program requires 6 hours total, to be taken simultaneously. Teaching under supervision. Courses are designed for UNT teacher certification candidates in the post-baccalaureate program. Supervision by university faculty and support from a school-based mentor teacher. Content includes supervised application of the Texas Pedagogy and Professional Responsibilities Standards. Requirements include classroom teaching under the leadership of the mentor or cooperating teacher and guidance of the supervisor. Research paper and a professional portfolio may also be required. Prerequisite(s): admission to teacher education and approval of Field Experience Coordinator. Contact adviser. Pass/no pass only.

**5103-5104. Student Teaching in Grade 4 through Grade 8.**

3 hours each. Certification program requires 6 hours total, to be taken simultaneously. Teaching under supervision. Courses are designed for UNT teacher certification candidates in the post-baccalaureate program. Supervision by university faculty and support from a school-based mentor teacher. Content includes supervised application of the Texas Pedagogy and Professional Responsibilities Standards. Requirements include classroom teaching under the leadership of the mentor or cooperating teacher and guidance of the supervisor. Research paper and a professional portfolio may also be required. Prerequisite(s): admission to teacher education and approval of Field Experience Coordinator. Contact adviser. Pass/no pass only.

**5105. Practicum I.** 3 hours. Supervised teaching experience in school as a teacher of record. Required for initial teacher certification for those already holding a baccalaureate degree. Interns are guided by a school district mentor who assists them with classroom management strategies, student problems and concerns, and general guidance. Interns are also monitored and counseled by qualified university supervisors. Extensive online support and resources are provided. Grade is pass/no pass. Prerequisite(s): admission to Teacher Education Program; probationary teaching certificate.

**5115. Practicum II.** 3 hours. Supervised teaching experience in school as a teacher of record. Required for initial teacher certification for those already holding a baccalaureate degree. Interns are guided by school district mentor who assists them with classroom management strategies, student problems and concerns, and general guidance. Interns are also monitored and counseled by qualified university supervisors. Extensive online support and resources are provided. Grade is pass/no pass. Prerequisite(s): admission to Teacher Education Program; probationary teaching certificate.

**5140. The Linguistically Diverse Learner.** 3 hours. Designed to enhance an understanding of the unique needs and requirements of learners whose first language is not English. Students examine their own beliefs about speakers of other languages. Appropriate strategies and materials for the second language learner in both the ESL and regular classroom are explored. One of three core courses for the diversity certificate.

**5400. Curriculum Development in the Middle School.**

3 hours. Analysis of the bases and techniques for curriculum development in the middle school with particular emphasis on the nature of the early adolescent learner and salient elements of middle school theory. Includes practical problems in developing curricula for middle schools and implementation of innovation in the middle school setting. (Same as EDSE 5400.)

**5800-5810. Studies in Education.** 1–3 hours each. Organized classes specifically designed to accommodate the needs of students and the demands of program development that are not met by the regular offerings. Short courses and workshops on specific topics are offered on a limited basis, to be repeated only upon demand. May be repeated for credit. (Same as EDCI/EDSE 5800-5810.)

**5840. Engaging Students in Learning.** 3 hours. Introduction to teaching in the school focusing on the circumstances of contemporary students, the qualities and practices of teachers who engage students in learning, and on schools as communities of learning for students and professionals. Teacher practices in classroom management and organization and focusing learning through assessment are emphasized. A field experience is included. Prerequisite(s): admission to the teacher education program, a child/adolescent/lifespan development course, and an educational-application computer course.

**5850. Instructional Methodologies in Language Arts and Social Studies.** 3 hours. Survey of subject-specific instructional methods and activities in English/language arts and social studies, along with connections to fine arts. Includes subject-specific assessments, subject-specific technology applications and the application of content area reading methods. Includes 24 clock hours of field experience. Course is designed for post-baccalaureate teacher certification candidates only. Prerequisite(s): EDRE 4450 or 4820.

**5860. Instructional Methodologies in Mathematics and Science.** 3 hours. Survey of subject-specific instructional methods and activities in mathematics and science, along with connections to fine arts. Includes subject-specific assessments, subject-specific technology applications and the application of content area reading methods. Includes 24 clock hours of field experiences. Course is designed for post-baccalaureate teacher certification candidates only. Prerequisite(s): EDRE 4450 or 4820.

**5900-5910. Special Problems.** 1–3 hours each. Open to graduate students who are capable of developing a problem independently. Problems chosen by the student and approved in advance by the instructor. Open only to resident students.

**5950. Master's Thesis.** 3 or 6 hours. To be scheduled only with consent of department. 6 hours credit required. No credit assigned until thesis has been completed and filed with the graduate dean. Continuous enrollment required once work on thesis has begun. May be repeated for credit.

**5960-5970. Education Institute.** 1–6 hours each. For students accepted as participants in special institute courses. (Same as EDCI 5960-5970.)

### **Reading, EDRE**

**5030. Practicum, Field Problem or Internship.** 3–6 hours. (0;0;3–6) Supervised professional activities in reading education. Registration is on an individual basis.

**5070. Literacy Development for English Learners.** 3 hours. Detailed analysis of reading and writing instruction for English language learners. Includes theoretical models, recognition of current issues related to integrated literacy instruction, and delineates best practices for English literacy development in educational settings.

**5170. Materials and Recent Developments in Reading.** 3 hours. Recently developed reading programs, reading techniques and technological advances related to the reading field are examined in light of research. Prerequisite(s): EDRE 5370 or equivalent.

**5180. Advanced Assessment and Evaluation in Reading.** 3 hours. An exploration of current techniques for assessment and evaluation in reading. Merging assessment and instruction in classrooms is emphasized. Prerequisite(s): EDRE 5370 or equivalent.

**5190. Reading Assessment and Instruction for Special Populations.** 3 hours. Development, implementation and evaluation of assessment and instructional procedures in reading for special populations. Supervised instruction in a clinic setting is required. Prerequisite(s): EDRE 5180 or equivalent. May be repeated once for credit.

**5200. Development and Supervision of Reading Programs.** 3 hours. Analysis of the total reading program, emphasizing specific strategies for improvement of programs. Prerequisite(s): EDRE 5370 or equivalent.

**5370. Advanced Reading Theory/Practice.** 3 hours. A program designed to provide understanding of the many facets of the reading act, to provide opportunities for evaluation of approaches to teaching reading and to acquaint students with basic research in reading. Prerequisite(s): EDRE 4820 or equivalent.

**5510. Reading Workshop Approaches.** 3 hours. Provides theory, research and practice related to composition instruction and writing workshop approaches, including classroom organization, the writing process and performance-based assessment practices. May be repeated for credit with adviser approval for a maximum of 6 hours.

**5520. Writing Workshop Approaches.** 3 hours. Provides theory, research and practice related to composition instruction and writing workshop approaches, including classroom organization, the writing process, and performance-based assessment practices. May be repeated for credit with adviser approval for a maximum of 6 hours.

**5550. Literacy Instruction in Our Culturally Diverse Society.** 3 hours. Establishes an awareness of the significance of culturally responsive literacy instruction and an understanding of the various components and characteristics of a learning context that support a diverse population. Emphasis on instruction, multicultural children's literature, issues surrounding literacy instruction and assessment of such.

**5800-5810. Studies in Education.** 1–3 hours each. Organized classes specifically designed to accommodate the needs of students and the demands of program development that are not met by the regular offerings. Short courses and workshops on specific topics are offered on a limited basis, to be repeated only upon demand. May be repeated for credit.

**5900. Special Problems.** 1–3 hours. Open to graduate students who are capable of developing a problem independently. Problems chosen by the student and approved in advance by the instructor. Open only to resident students.

**5950. Master's Thesis.** 3 or 6 hours. To be scheduled only with consent of department. 6 hours credit required. No credit assigned until thesis has been completed and filed with the graduate dean. Continuous enrollment required once work on thesis has begun. May be repeated for credit.

**6030. Practicum, Field Problem or Internship.** 3 or 6 hours. Supervised professional activities in reading education. Registration is on an individual basis.

**6040. Research in Literacy Assessment and Evaluation.** 3 hours. Study of historically significant and current research and public policies that affect literacy assessment. Students are provided hands-on opportunities for action research in local schools or education agencies.

**6060. Research in the Language Arts.** 3 hours. Critical review and examination of extant research in the language arts with special emphasis on writing, listening and speaking. Current practices in language arts instruction will be studied in relation to historical perspectives and contemporary research.

**6070. Politics of Literacy.** 3 hours. Investigation of significant policy documents that influence the field of literacy education. Along with building historical background, this course engages in critique and interpretation of policy from varying theoretical perspectives. Connections between research and policy, implications for district and campus decision-making, and opportunities for advocacy and policy development are included.

**6080. Evolution of Literacy Research.** 3 hours. Survey and critique of significant literacy research from its origins to the present. This course will focus on major works and contributions to the field, predominant researchers, as well as trends within literacy research and across related fields.

**6090. Cognition and Reading.** 3 hours. Analysis of the process of reading in relation to the physiological, perceptual, cognitive and affective domains.

**6100. Seminar in Reading.** 3 hours. Seminar engages learners in the exploration, analysis and critique of research reflecting a variety of topics in literacy, literacy education and related fields. Led by a different instructor each term/semester. Offered every spring and can be taken a maximum of twice in fulfillment of reading-related or elective degree requirements as approved by the doctoral program adviser.

**6900-6910. Special Problems.** 1–3 hours each. Research by doctoral students in fields of special interest. Includes project research studies and intensive reading programs. Conferences with professors in the fields also are included.

**6950. Doctoral Dissertation.** 3, 6 or 9 hours. To be scheduled only with consent of department. 12 hours credit required. No credit assigned until dissertation has been completed and filed with the graduate dean. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy. May be repeated for credit.

### **Doctoral Reading Courses Offered at Texas Woman's University**

Students wishing to enroll in the following TWU courses will do so through a cross-registration mechanism administered by the School of Graduate Studies at UNT.

**READ 6513. Observing and Responding to Young Readers.** 3 hours. Focus on the systematic and controlled observation of young children using a series of diagnostic survey instruments. Additional content emphasis includes the teacher's role in responding to emerging readers, based on actual observations of literacy behaviors and theoretical literacy perspectives.

**READ 6523. Early Literacy Intervention.** 3 hours. Focus on the procedure for working with emerging at-risk readers and writers. Course content is based on strategies children need to be independent readers and writers. Course content and presentation reflect a highly theoretical teacher decision making model based on actual observation of teacher-child interactions.

**READ 6533. Foundations for Reading: Physiological and Psychological Dimensions.** 3 hours. Critical examination of scientific studies and theories related to the physiological and psychological aspects of the reading act, analysis of facilitating and inhibiting factors in early reading development and appraisals of approaches to teaching beginning reading in relation to this analysis. Prerequisite(s): 3–6 hours of graduate study in reading and child development or permission of instructor. (Fall term/semester.)

**READ 6543. Theoretical Foundations: Early Literacy and Early Intervention.** 3 hours. For Reading Recovery teacher leaders-in-training focusing on the underlying theories of early literacy acquisition (including processes related to reading, writing and oral language) and the underlying theories of prevention of reading difficulties through early intervention.

**READ 6553. College and Adult Reading.** 3 hours. Nature and scope of reading instruction for adults and college students; methods; materials; organization of developmental, corrective and accelerated study skill programs. 3 lecture hours a week. Prerequisite(s): 6–9 hours of graduate study in reading or permission of instructor.

**READ 6573. Reading as Related to Linguistics.** 3 hours. Exploration of contributions and latest research of linguists, sociolinguists and psycholinguists to the teaching of reading; examination of the role of language in the reading process with emphasis on text linguistics and discourse analysis. 3 lecture hours a week. Prerequisite(s): READ 6533 or permission of instructor. (Spring term/semester.)

**READ 6583. Research in Reading.** 3 hours. Description of methods and techniques employed in reading research; critiquing significant research and developing appropriate designs to study research topics. 3 lecture hours a week. Prerequisite(s): 12–15 graduate hours in reading, 6 hours of statistics or permission of instructor. (Summer term/semester.)

**READ 6593. Advanced Reading Research Design: Analysis and Evaluation.** 3 hours. Methods of inquiry about the reading process: teaching, learning and proposal development. 3 lecture hours a week. Prerequisite(s): 15 hours of graduate study in reading including ERDB 6583, 6 hours of statistics or permission of instructor. (Summer term/semester.)

**READ 6663. Practicum.** 3–9 hours. Registration in the areas of reading, kindergarten and/or early childhood teaching or by field placement in an administrative or supervisory setting. Type of placement will vary with student's area of major concentration and past experience. Prerequisite(s): 9 hours of doctoral credit or permission of instructor.

**READ 6683. Doctoral Seminar in Reading.** 3 hours. Variable content. In-depth examination of research relevant to topics. Prerequisite(s): 3–6 graduate hours in reading or permission of instructor. May be repeated for up to 12 hours credit with permission of student's adviser.

**READ 6903. Special Topics.** 3 hours. Variable content. Prerequisite(s): permission of instructor.

**READ 6911. Independent Study.** 1–6 hours. Variable content. Individual research relating to a problem of professional interest and significance. Prerequisite(s): permission of instructor and post-master's standing. May be repeated for up to 12 hours of credit with permission of student's adviser.

**READ 6913. Independent Study.** 3–6 hours. Variable content. Individual research relating to a problem of professional interest and significance. Prerequisite(s): permission of instructor and post-master's standing. May be repeated for up to 12 hours of credit with permission of student's adviser.

### **Secondary Education, EDSE**

**5001. Public Education and the Teaching Profession.** 3 hours. This course will provide an overview of the teaching profession and an understanding of the history, structure, purposes, organization and management of the American education systems.

**5002. Everyone Can Learn: Applying Theory to Teaching Practice.** 3 hours. Processes of learning and development are related to teaching in diverse secondary school settings. Cognitive, social, physical and moral development research is presented, and practical examples applied to teaching practice are demonstrated. Student differences with regard to intelligence, learning style, culture, economic status and gender are explored. Additional topics include operant conditioning, social learning theory, information processing, constructivism, various approaches to instruction and motivation theory.

**5003. Successful Teaching in the Secondary School.** 3 hours. This course will provide preparation for successful teaching in the contemporary secondary school. It will focus on instructional planning, teaching strategies, classroom management and other teacher competencies necessary in today's diverse classrooms. Prerequisite(s): EDSE 5001 and 5002.

**5004. Literacy for All.** 3 hours. Provides a brief overview of relevant theory with emphasis on practical applications. Designed to help prospective and practicing middle and secondary school teachers in all content areas increase and enhance students' learning, especially from printed materials. Also helps secondary teachers recognize and compensate for the variety of students' ability levels. Includes cognition related to reading, Metacognition, schemata, constructivism, vocabulary learning, writing to learn, literacy strategy instruction, assessment of literacy, text analysis, academic diversity and the use of resources other than textbooks to enhance learning.

**5005. Curriculum Development for Diverse Secondary School Learners.** 3 hours. Provides knowledge and skills required for the development and organization of curriculum and instructional strategies in the diverse secondary classroom. Topics include philosophy and principles of multicultural education; racial and cultural influences on education; Texas Essential Knowledge and Skills; alignment of district, state and national curriculum standards; standardized testing; the impact of teaching and learning on instruction and assessment; alternative assessment theories; and the relationship of instruction to classroom management.

**5030. Field Experiences in Secondary Schools.** 3 hours. Supervised professional activities in secondary schools. Prerequisite(s): bachelor's degree.

**5105. Practicum I.** 3 hours. Supervised teaching experience in the public schools as teacher of record. Required for initial teacher certification for those already holding a baccalaureate degree. Interns are guided by a school district mentor who assists them with classroom management strategies, student problems and concerns, and general guidance. Interns are also monitored and counseled by qualified university supervisors who frequently visit/observe/assess in the classroom. A teaching portfolio is required. Pass/no pass only. Must show proof of employment in a school recognized by the Texas Teacher Education Agency in order to enroll. Prerequisite(s): EDSE 5002, 5004, 5005 and 5470, or consent of program administrator.

**5108. Student Teaching in the Secondary Schools.** 3 hours. Teaching under supervision. Prerequisite(s): EDSE 5001, 5002, 5003, 5004 and 5005. Research paper may be required. Required for those seeking secondary certification. See student teaching program for details. Pass/no pass only.

**5115. Practicum II.** 3 hours. Supervised teaching experience in the public schools as teacher of record. Required for initial teacher certification for those already holding a baccalaureate degree. Interns are guided by a school district mentor who assists them with classroom management strategies, student problems and concerns, and general guidance. Interns are also monitored and counseled by qualified university supervisors who frequently visit/observe/assess in the classroom. A teaching portfolio is required. Pass/no pass only. Must show proof of employment in a school recognized by the Texas Teacher Education Agency in order to enroll. Prerequisite(s): EDSE 5002, 5004, 5005, 5105, and 5470, or consent of program administrator.

**5118. Student Teaching in the Secondary Schools.** 3 hours. Teaching under supervision. Prerequisite(s): EDSE 5001, 5002, 5003, 5004 and 5005. Research paper may be required. Required for those seeking secondary certification. See student teaching program for details. Pass/no pass only.

**5400. Curriculum Development in the Middle School.** 3 hours. Analysis of the bases and techniques for curriculum development in the middle school with particular emphasis on the nature of the early adolescent learner and salient elements of middle school theory. Includes practical problems in developing curricula for middle schools and implementation of innovation in the middle school setting. (Same as EDEE 5400.)

**5440. Curriculum Development in the Secondary School.** 3 hours. Practical problems in developing courses of study and curricula for the secondary school according to accepted psychology, sound education theory and national objectives.

**5460. Improvement of Secondary Teaching.** 3 hours. The derivation of appropriate methods and techniques from basic principles of learning. The development of working skills needed in cooperative planning, selecting and organizing teaching materials, utilization of the environment, individual and group guidance, and evaluation activities for the secondary school.

**5470. Maintaining Classroom Discipline.** 3 hours. Models and procedures for classroom management and discipline, as well as techniques for motivating and instructing diverse student populations. Human relations strategies are discussed in great detail and methods for increasing parental involvement are also addressed. Topics include: what to do before students arrive, creating the learning environment, behavioral analysis, legal considerations, conferencing, learning contracts, incentives, planning, staying organized and time management.

**5710. Basic Research and Evaluation for Secondary Teachers.** 3 hours. Basic skills in reading and interpreting research are developed. Students are introduced to elementary statistical concepts in measurement and evaluation. Should be taken upon first registration for the master's degree. Admission procedures are completed and a degree plan is prepared.

**5720. Evaluation Seminar.** 3 hours. Demonstration on the part of candidates, through oral and written examination and completion of certain projects, of competency in special field and related areas of the degree program. Scheduled during last resident registration in the Master of Education degree program.

**5800-5810. Studies in Education.** 1–3 hours each. Organized classes specifically designed to accommodate the needs of students and the demands of program development that are not met by the regular offerings. Short courses and workshops on specific topics organized on a limited-offering basis, to be repeated only upon demand. May be repeated for credit. (Same as EDCI/EDEE 5800-5810.)

**5900-5910. Special Problems.** 1–3 hours each. Open to graduate students who are capable of developing a problem independently. Problems chosen by the student and approved in advance by the instructor. Open only to resident students.

**5950. Master's Thesis.** 3 or 6 hours. To be scheduled only with consent of department. 6 hours credit required. No credit assigned until thesis has been completed and filed with the graduate dean. Continuous enrollment required once work on thesis has begun. May be repeated for credit.

**5900. Special Problems.** 1–3 hours.

**5920. Research Problems in Lieu of Thesis.** 3 hours.

**5950. Master's Thesis.** 3 or 6 hours. To be scheduled by the student who wishes to present a thesis as part of the interdisciplinary degree program.

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## Women's Studies

### *Women's Studies, WMST*

**5800. Seminar in Women's Studies.** 3 hours. Interdisciplinary study of a major topic focusing on women's issues, feminism, and/or the women's movement. Seminar extends the scope of course offerings in specific disciplines. May be repeated for credit as topics vary. Prerequisite(s): consent of program director.

**5850. Professional Internship.** 3 hours. Practical experience through employment in a company, organization or agency primarily serving women. Objectives and duties of the internship to be formulated by the student, the women's studies director and the partnering entity. Formal application process must be completed and approved in advance of enrollment. Internships are 20 hours per week and are unpaid. Prerequisite(s): 12 credit hours in women's studies; consent of program director.

**5900. Special Problems.** 1–3 hours. Supervised individual or small group study of special problems or topics not otherwise covered by regular offerings.

**6900. Special Problems.** 1–3 hours. Course open to graduate students doing independent research. Prerequisite(s): consent of program director.

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## Technical Writing

see English

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## Theatre

see Dance and Theatre

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## Theory, Music

see Music

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## University Courses

### *University Courses, UCRS*

The following University Courses are interdisciplinary in nature and are available to students working toward the master's degree with the interdisciplinary major.

**5010. Interdisciplinary Seminar.** 1-6 hours.

**5800. NT DC Internship.** 1–6 hours. Provides students with insights into public life, the policy-making process, and governmental agency interaction through supervised work experience in governmental, nonprofit and private sector placements in our nation's capital. Prerequisite(s): Open only to students accepted to the NT DC Cooperative Governmental Internship Program. Application information available from the Student Development Office.