

# SCHOOL OF EDUCATION

Web Site: <https://twu.edu/education/>

## Courses

**ECE 2613. Program Planning and Administration of Programs for Young Children.** Program planning and administrative techniques, evaluation of children's individual growth and development, techniques for encouraging parent involvement, evaluation of quality environments for young children, and consideration of ethical issues. Three lecture hours a week. Credit: Three hours.

**ECE 2663. Foundations of Early Childhood Education.** (TCCN TECA 1311) Examination of theoretical and historical perspectives on early childhood education, including analysis of developmentally appropriate practices, program models, ethical frameworks, professional responsibilities, and contemporary issues in the field. Three lecture hours a week. Credit: Three hours.

**ECE 2983. Practical Field Experience in the Early Childhood Classroom.** Supervised field experiences in early childhood education. Educational experiences working with children, families, and communities. 60 total practicum hours (TEA-accredited child care, NAEYC-accredited EC center, or public school) and one off-site practicum lecture hour a week. Prerequisite: permission of the program coordinator. Credit: Three hours.

**ECE 3203. Developmentally Appropriate Practices and Strategies in the Early Childhood Classroom.** Examination of theories and research-based strategies regarding developmental characteristics, processes and the role of culture, language, and family dynamics in early childhood learning environments. Analysis of pedagogical frameworks that facilitate effective learning across multiple contexts. 10 hours of field experience is required. Three lecture hours a week. Credit: Three hours.

**ECE 3213. Social-Emotional Learning and Prosocial Skill Development in Early Childhood.** The study of emotional and social learning as a foundation for all learning in early childhood. Intentional teaching strategies, supportive environments, adult modeling, and prosocial skill-building activities to support healthy emotional development and social competency in children from Pre-K to third grade. 10 hours of field experience is required. Three lecture hours a week. Credit: Three hours.

**ECE 3223. Methods of Science, Technology, Engineering, and Mathematics Education (STEM) in the Early Childhood Classroom.** Analysis of developmentally appropriate methods for integrating digital tools, mathematical concepts, and inquiry-based learning in early childhood education. Examination of research-based instructional strategies using manipulatives, real-world investigations, and higher-order thinking activities. Exploration of family collaboration approaches to support STEM learning at home and in the community. Prerequisite: Admission to the EPP and ECE 3203. Three lecture hours a week. Credit: Three hours.

**ECE 3573. Creative Arts for Elementary School Aged Children.** Theoretical and empirical bases for creative arts experiences in education; concepts, terminology, processes, skills, histories, and application of visual arts, music, and theatre arts in elementary education. Three lecture hours a week. Credit: Three hours.

**ECE 4203. Observation, Assessment, and Developmental Learning Theory in the Early Childhood Classroom.** Role and purpose of developmental learning theory, observation, and assessment in early childhood classrooms. Analysis and application of research-based observational methods and assessment tools to inform curriculum development for learning profiles, linguistic experiences, and cultural contexts. Consideration of legal and ethical issues, including professional protocols for referrals and consultations with families and educational professionals. 10 hours of field experience is required. Prerequisites: Admission to the Educator Preparation Program and ECE 3203. Three lecture hours a week. Credit: Three hours.

**ECE 4213. Methods for Interdisciplinary Language Arts and Social Studies Education in the Early Childhood Classroom.** Developmentally appropriate and interdisciplinary approach to designing instruction in social studies and language arts. Methods for teaching both contents, and designing thematic units that account for varied cultural and linguistic contexts, while incorporating Texas Essential Knowledge and Skills for K-3 and Prekindergarten Guidelines. Analysis of individualized and group instruction strategies to engage young learners. 10 hours of field experience is required. Prerequisites: Admission to the Educator Preparation Program, ECE 3203, and READ 3223. Three lecture hours a week. Credit: Three hours.

**ECE 4913. Independent Study.** Independent study in selected topics. Prerequisite: Permission of instructor. Credit: Three hours.

**ECE 5203. Language and Literacy in Early Childhood.** Analysis of language and literacy development for ages birth through eight, examining theoretical frameworks, research evidence, and diverse instructional approaches. Evaluation of methods for promoting early literacy development in home and school contexts. Three lecture hours a week. Credit: Three hours.

**ECE 5213. Curriculum Development in Early Childhood.** In-depth study of basic principles underlying curriculum construction and innovative instructional practices for ages birth to eight; emphasis on research related to organization and sequential arrangement of materials. Observations/Field Experience: Fifteen clock hours. Three lecture hours a week. Credit: Three hours.

**ECE 5263. Observation and Assessment in Early Childhood.** Designed to provide a comprehensive knowledge base concerning assessment of young children. Areas of emphasis include development of skills in selection; use and interpretation of developmentally appropriate formal, informal, and holistic instruments and procedures; measurement terms and principles; procedures and legal requirements for record keeping; use of technology in assessment; and managing an assessment team. Observation/Field experience: Fifteen clock hours. Three lecture hours a week. Credit: Three hours.

**ECE 5283. Science, Technology, Engineering, Art and Math (STEAM) in Early Childhood Education.** Examination of research, pedagogical techniques, and instructional strategies for supporting young learners' understanding of STEAM (science, technology, engineering, the arts, and mathematics) approaches to learning. Analysis of methods for designing and integrating the five curricular areas and examination of home/school connections and policy from an ecological perspective. Three lecture hours a week. Credit: Three hours.

**ECE 5413. Leadership, Advocacy and Public Policy for Young Children.**

Analysis of research regarding early childhood education and public policy affecting families, content knowledge, developmentally appropriate practices, and child development. Examination of pedagogical and administrative frameworks including leadership, ethics, professionalism, professional standards, and methods of advocacy within the field. Three lecture hours a week. Credit: Three hours.

**ECE 5433. Brain-Based Learning for the Young Child.** Analysis of emerging research and theories of brain development, examining physiological and social effects on learning, metacognition, and problem-solving. Examination of neuroscientific patterns affecting learning processes such as motivation, rewards, attention, and memory. Application of research findings to inform educational practices within school and home settings. Three lecture hours a week; 5 field-based experience hours required. Credit: Three hours.

**ECE 5583. Action Research in the Early Childhood Classroom.** Practical approaches to research and evaluation theory and practice with a focus on schools and early childhood classrooms. Action research methodologies as a resource for classroom teachers to examine teaching in context and to better understand research-based strategies for improving teaching practices and learning. Three lecture hours a week. Credit: Three hours.

**ECE 5773. School, Family, and Cultural Diversity: Community Connections.** Techniques and strategies for developing and implementing programs in early childhood settings including incorporation of community resources and partnerships. Investigation, critique, and reflection on how school, family, community and cultural diversity affect ethical decision-making by early childhood teachers. Three lecture hours a week. Credit: Three hours.

**ECE 5903. Special Topics.** Organized study of Early Childhood subject matter normally not included in other ECE courses. Three lecture hours a week. Credit: Three hours.

**ECE 5911. Independent Study.** Intensive study of a problem of individual or professional interest in early childhood. Credit: One hour.

**ECE 5913. Independent Study.** Intensive study of a problem of individual professional interest in early childhood. Credit: Three hours.

**ECE 5931. Portfolio.** Development and maintenance of a professional portfolio documenting the attainment of goals and skills acquired in the course of graduate study. Reviewed periodically with the advisor and presented to committee during last semester of the graduate program as the student's final examination. Credit: One hour.

**ECE 5983. Thesis.** Credit: Three hours.

**ECE 5993. Thesis.** Prerequisite: ECE 5983. Credit: Three hours.

**ECE 6513. Language and Cognitive Development in Young Children.** Origins and development of language; cognition as a function of language, stages, and environment; interrelationships of language and cognitive development. Three lecture hours a week. Credit: Three hours.

**ECE 6593. Practicum in Early Childhood Education.** Professional supervised experience in working directly with children, families, or consumers in selected business, institution, or agency appropriate for Early Childhood Education. Assignment based on student interests, skills, and degree program. Individual conferences and work hours to be arranged. Twelve practicum hours a week. Credit: Three hours.

**ECE 6623. Social and Cultural Dimensions of Early Language**

**Development.** Analysis of psycholinguistic and sociolinguistic research in early childhood language development; determination of patterns of language use in early childhood classes focused on the understanding of the literacy processes embedded in social practices; methods for continuing language growth in the classroom based on the demonstrated processes of language development. Three lecture hours a week. Credit: Three hours.

**ECE 6653. Seminar in Developmental Theory.** An analysis and integration of theories and research on early childhood development. Three lecture hours a week. Credit: Three hours.

**ECE 6663. Foundations of Early Childhood Education.** Historical, philosophical, sociological, physical, and psychological bases for understanding and implementing programs of early childhood education. Three lecture hours a week. Credit: Three hours.

**ECE 6673. Advanced Seminar in Early Childhood Education.** Analysis of current research, practices, and related theories in early childhood education. Three seminar hours a week. Credit: Three hours.

**ECE 6903. Special Topics.** Organized study of Early Childhood subject matter normally not included in other ECE courses. Three lecture hours a week. Credit: Three hours.

**ECE 6911. Independent Study.** Intensive study of a problem of individual professional interest in early childhood. Credit: One hour.

**ECE 6913. Independent Study.** Intensive study of a problem of individual professional interest in early childhood. Credit: Three hours.

**ECE 6921. Research in Early Childhood Education.** Individual investigation of a specific area in early childhood. Credit: One hour.

**ECE 6923. Research in Early Childhood Education.** Individual investigation of a specific area in early childhood. Credit: Three hours.

**ECE 6983. Dissertation.** Credit: Three hours.

**ECE 6993. Dissertation.** Prerequisite: ECE 6983. Credit: Three hours.

**EDSP 3203. Learners with Exceptionalities.** Overview of the history, terminology, legal issues, and service provision of special education and the characteristics of exceptional learners. Three lecture hours a week. Credit: Three hours.

**EDSP 4243. Assessment of Students with Learning and Behavioral Difficulties.** Theories, instruments, and procedures used in the assessment of students with learning and behavioral difficulties, including norm-referenced, criterion-referenced, and informal procedures. Prerequisites: EDSP 3203, admission to the Educator Preparation Program, and GPA 2.75 or higher. Three lecture hours a week. Credit: Three hours.

**EDSP 4253. Instructional Strategies for Students with Disabilities.** Instructional strategies and accommodations/modifications for curriculum in oral language, literacy, math, and social skills for students with disabilities. Includes cognitive and compensatory strategies for content area curriculum. Includes 15 hours of field experience. Prerequisites: EDSP 3203, admission to the EPP, and GPA 2.75 or higher. Three lecture hours a week. Credit: Three hours.

**EDSP 4263. Behavior Management Strategies for Student with Disabilities.** Behavior management strategies, behavior interventions, and social skills development for students with disabilities. Includes 15 hours of field experience. Prerequisites: EDSP 3203, admission to the EPP, and GPA 2.75 or higher. Three lecture hours a week. Credit: Three hours.

**EDSP 4913. Independent Study.** Independent study of specific problems in special education. May be repeated. Prerequisite: Permission of instructor. Credit: Three hours.

**EDSP 5003. Psychology and Education of Exceptional Children.** In-depth study in understanding educational and psychological problems in all areas of exceptionality; individual case studies; field trips and demonstration of problems. Three lecture hours a week. Credit: Three hours.

**EDSP 5013. Collaborating for Effective Intervention.** Communicative/Interactive skills used for consultation and collaborative problem-solving in the classroom. Emphasis on strategies for collaboration among educators who work with students with disabilities, teachers, administrators, support personnel, and paraprofessionals, with an emphasis on collaboration in the design, implementation, and evaluation of student interventions. Three lecture hours a week. Credit: Three hours.

**EDSP 5033. Using Assessments for Effective Interventions.** Current concepts and issues of assessment in special education; knowledge and practice in administering and using standardized assessments as well as curriculum based assessment; assessment of students from diverse backgrounds and application of response to intervention (RTI) data. Three lecture hours a week. Credit: Three hours.

**EDSP 5043. Legal and Administrative Issues of Special Education Programs.** Concepts and theories in the administrative aspects of special education with an emphasis on laws, legislation, and litigation related to the provision of instruction and other educational services to students with disabilities. Three lecture hours a week. Credit: Three hours.

**EDSP 5123. Students with High-Incidence Disabilities.** Exploration of the cognitive, academic, language, social, and behavioral characteristics and needs of students with high-incidence disabilities such as autism spectrum disorders, communication disorders, intellectual disabilities, specific learning disabilities, emotional/behavioral disorders, and physical/sensory disabilities that affect educational opportunities. Primary focus on the impact of these characteristics and needs on academic achievement and successful transition into the community. Three lecture hours a week. Credit: Three hours.

**EDSP 5133. Students with Low-Incidence Disabilities.** Exploration of the cognitive, language, behavioral, and physical characteristics and needs of individuals with low-incidence disabilities which may include intellectual disabilities, developmental disabilities, autism spectrum disorders, and physical/sensory disabilities; impact of these characteristics and needs on academic, vocational, and social skills across the life span. Examination of issues related to school achievement, transition, and successful inclusion in the community. Three lecture hours a week. Credit: Three hours.

**EDSP 5313. Behavior Interventions for Students with Disabilities.** Concepts, theories, and strategies to provide effective behavioral interventions for students with disabilities. Includes social skill intervention, crisis management procedures, and planning and implementing social development programs. Focus on the use of intervention tools such as Positive Behavior Supports and Behavior Intervention Plans. Three lecture hours a week. Credit: Three hours.

**EDSP 5423. Instructional Interventions for Students with Disabilities.** Practical application of theories, methods, technology, techniques, and materials for designing and implementing instructional interventions for students with disabilities. Selection, use, and evaluation of curriculum models and materials. Three lecture hours a week. Credit: Three hours.

**EDSP 5833. Individual Diagnostic Assessment.** Use of co-normed appraisal instruments in special education evaluations; educational diagnostician ethics and standards. Three lecture hours a week. Credit: Three hours.

**EDSP 5843. Special Education Evaluation.** Current methods and processes for the evaluation of students with suspected disabilities; interpretation of the results of formal tests and informal information gathered through a variety of methods. Three lecture hours a week. Credit: Three hours.

**EDSP 5863. Educational Diagnostician Practicum.** Field-based practicum based on Texas Educational Diagnostician standards. Prerequisites: EDSP 5833 and EDSP 5843. Includes 160 total practicum hours. Credit: Three hours.

**EDSP 5903. Special Topics.** Organized study of a topic in special education. May be repeated. Three lecture hours a week. Credit: Three hours.

**EDSP 5911. Independent Study.** Individual study of a specific topic in special education. May be repeated. Prerequisite: Permission of instructor. Credit: One hour.

**EDSP 5913. Independent Study.** Individual study of a specific topic in special education. May be repeated. Prerequisite: Permission of instructor. Credit: Three hours.

**EDSP 6003. Single Subject Research.** In-depth exploration of single subject research and designing single case research studies. Single-subject methodologies including multiple baseline, alternating treatment, reversal/withdrawal, and changing criterion designs; visual analysis of single-subject data; and critical reading and evaluation of published single-subject research studies across disciplines including special education, psychology, kinesiology, and other social sciences. Three lecture hours a week. Credit: Three hours.

**EDSP 6103. Social, Psychological, and Educational Aspects of Intellectual and Development Disabilities.** Advanced study of etiology, remediation, and education of individuals with intellectual and developmental disabilities. Prerequisites: EDSP 5133 or equivalent course, and permission of instructor. Three lecture hours a week. Credit: Three hours.

**EDSP 6303. Seminar in Emotional and Behavioral Disorders.** Study of emotional and behavioral disorders across the lifespan. Research related to etiology, conceptual models, educational implications, and interventions. Prerequisites: EDSP 5313 or equivalent course, and permission of instructor. Three seminar hours a week. Credit: Three hours.

**EDSP 6403. Seminar in Learning Disabilities.** Advanced study of physical, psychological, and environmental causes of learning disabilities, and interrelationships among the causes. Research on effective, evidence-based interventions to support individuals with learning disabilities in academic, social, and vocational contexts. Prerequisites: EDSP 5423 or equivalent course in the area, and permission of instructor. Three seminar hours a week. Credit: Three hours.

**EDSP 6603. Social Constructs of Disabilities.** The study of how disabilities are socially constructed. Analysis of disability constructs includes the perspectives of individuals with disabilities and the impact of literature, art, and the media. Three lecture hours a week. Credit: Three hours.

**EDSP 6903. Special Topics.** Organized study of a topic in special education. May be repeated. Three lecture hours a week. Credit: Three hours.

**EDSP 6911. Independent Study.** Individual study of special problems in special education. May be repeated. Prerequisite: Permission of instructor. Credit: Three hours.

**EDSP 6913. Independent Study.** Individual study of special problems in special education. Prerequisite: Permission of instructor. Credit: Three hours.

**EDSP 6983. Dissertation.** May be repeated for credit. Credit: Three hours.

**EDSP 6993. Dissertation.** May be repeated for credit. Prerequisite: EDSP 6983. Credit: Three hours.

**EDUC 2003. Schools and Society.** (TCCN EDUC 1301) Professional roles, responsibilities, and structure of American and Texas educational systems; legal and ethical requirements of professional educators. Importance of family involvement in the educational process. Utilization of effective interaction and communication with families, school personnel, and other members of the educational community. Includes 16 hours of field experience in P-12 classrooms. Three lecture hours a week. Credit: Three hours.

**EDUC 2303. Introduction to Special Populations.** (TCCN EDUC 2301) An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from multiple perspectives with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and includes 16 hours in P-12 classrooms or other appropriate settings. Satisfies Social & Behavioral Sciences Core (80). Satisfies Global Perspectives graduation requirement. Three lecture hours a week. Credit: Three hours.

**EDUC 2703. Gender and Education.** An interdisciplinary examination of the relationship between gender and education in the U.S. Explores how gender relationships are created, maintained, enacted, and transformed through educational structures, practices, and institutions. Satisfies three hours Core Component Area Option (90). Three lecture hours a week. Credit: Three hours.

**EDUC 3003. Learning Theory and Development.** Overview of the major learning theories and developmental models that impact student learning; instruction that promotes meaningful, integrated, active inquiry, and participation in the learning process. Includes 20 hours of field experience. Prerequisites: EDUC 2003 with a grade of C or higher, admission to the EPP, and GPA 2.75 or higher. Three lecture hours a week. Credit: Three hours.

**EDUC 3023. Linguistics for ESL Educators.** Essentials of English phonology, morphology, and syntax and their pedagogical implications for teaching English as a second language (ESL). Three lecture hours a week. Credit: Three hours.

**EDUC 3482. Instructional Technology Integration for 21st Century EC-12 Classrooms.** Implementation of effective and appropriate approaches to integrating innovative technology in 21st century EC-12 classrooms. Prerequisites: EDUC 2003 with a grade of C or higher, admission to the EPP, and GPA 2.75 or higher. Two lecture hours a week. Credit: Two hours.

**EDUC 4113. Design and Implementation of Instruction and Assessment.** Design and implementation of instruction appropriate for all students; continuous and appropriate assessment; responsive instruction and effective communication techniques; instructional strategies that actively engage students in the learning process; timely, high-quality feedback. Includes 15 hours of field experience. Prerequisites: EDUC 2003 with a grade of C or higher; EDUC 3003 and EDUC 3482, or ECE 4203 and ECE 3223 with a grade of C or higher; admission to the EPP, and GPA 2.75 or higher. Co-requisite: EDUC 4243. Three lecture hours a week. Credit: Three hours.

**EDUC 4243. Classroom Environment and Management.** Factors which foster a positive climate for learning and excellence: physically and emotionally safe and productive environments; effective learner-centered strategies for managing student behavior; social, legal, and ethical issues regarding the use of technology within the teaching and learning environment. Includes 15 hours of field experience. Prerequisites: EDUC 2003 with a grade of C or higher; EDUC 3003 and EDUC 3482, or ECE 4203 and ECE 3223 with a grade of C or higher; admission to the EPP, and GPA 2.75 or higher. Co-requisite: EDUC 4113. Three lecture hours a week. Credit: Three hours.

**EDUC 4443. Capstone in Educational Studies.** Mentored culminating research experience focused on a topic in education. Individualized work including topic selection and project development demonstrating breadth of knowledge in the field. Prerequisite: Permission of instructor. Credit: Three hours.

**EDUC 4553. Science Methods for the Elementary Classroom.** Planning and implementation of science teaching techniques and classroom strategies to produce learning based on experimentation and scientific inquiry in the elementary classroom. Focus on resources for teaching and identification of formative and summative assessments appropriate for science teaching. Includes five hours of field experience and/or opportunities for performance-based learning. Three lecture hours a week. Credit: Three hours.

**EDUC 4563. Mathematics Methods for the Elementary Classroom.** Planning and implementation of mathematics teaching techniques and classroom strategies. Focus on number concepts and operations, patterns, relations, algebraic thinking, measurement, geometry, data gathering, statistics, probability, and personal finance. Identification of formative and summative assessments appropriate for mathematics teaching. Includes five hours of field experience and/or opportunities for performance-based learning. Three lecture hours a week. Credit: Three hours.

**EDUC 4573. Social Studies Methods for the Elementary Classroom.** Techniques and classroom strategies for teaching constructs of social studies to EC-6 learners. Evidence-based approaches to planning, implementing, managing, and assessing successful and effective learning experiences in the social studies disciplines including geography, world history, U.S. history, Texas history, government, and economics. Includes five hours of field experience and/or opportunities for performance-based learning. Three lecture hours a week. Credit: Three hours.

**EDUC 4901. Special Topics.** An organized class for the study of particular areas or subjects not offered in another scheduled course. May be repeated for additional credit when topic varies. One lecture hour a week. Credit: One hour.

**EDUC 4903. Special Topics.** An organized class for the study of particular areas or subjects not offered in another scheduled course. May be repeated for additional credit when topic varies. Three lecture hours a week. Credit: Three hours.

**EDUC 4912. Independent Study.** Independent study of specific problems. Prerequisite: Permission of instructor. May be repeated for up to 12 hours of credit. Credit: Two hours.

**EDUC 4913. Independent Study.** Independent study of specific problems. Prerequisite: Permission of instructor. May be repeated for up to 12 hours of credit. Credit: Three hours.

**EDUC 4943. Clinical Student Teaching.** Supervised part-time clinical student teaching in the certification area(s) being sought by the teacher candidate. Prerequisite: Passing all TExES exams, 2.75 GPA or higher, and completion of all coursework on the degree plan leading to certification. Students may be required to attend class meetings outside of the clinical teaching setting throughout the course of the semester. A minimum of 245 clock hours is required for clinical teaching in this three credit hour course. Credit: Three hours.

**EDUC 4946. Clinical Student Teaching.** Supervised student teaching in the certification area(s) being sought by the teacher candidate. Prerequisite: Passing all TExES exams, 2.75 GPA or higher, and completion of all coursework on degree plan leading to certification. Students may be required to attend class meetings outside of the practicum setting throughout the course of the semester. A minimum of 490 clock hours is required for clinical teaching (practicum). Credit: Six hours.

**EDUC 4953. Clinical Teaching Residency I.** Supervised teaching residency in the certification area(s) being sought by the teacher candidate. Prerequisites: Passing all required TExES exams, and 2.75 GPA or higher. Students may be required to attend class meetings outside of the residency setting throughout the course of the semester. A minimum of 300 clock hours. Credit: Three hours.

**EDUC 4963. Clinical Teaching Residency II.** Supervised teaching residency in the certification area(s) being sought by the teacher candidate. Prerequisites: EDUC 4953 and 2.75 GPA or higher. Students may be required to attend class meetings outside of the residency setting throughout the course of the semester. A minimum of 490 clock hours. Credit: Three hours.

**EDUC 5113. Foundations of Teaching and Learning.** Critical examination of the professional roles, responsibilities, and structure of national and state educational systems; legal and ethical requirements of teaching; the importance of family participation in the educational process; significance of developing partnerships with the learning community. Includes 15 hours of field experience. Prerequisite: Admission to the Educator Preparation Program. Three lecture hours a week. Credit: Three hours.

**EDUC 5123. Learning Theory, Development, and Research.** Analysis of research studies and theories of the learning process and factors that impact and create learning; instructional strategies to support the cognitive, social, physical, and emotional development of learners; effective teacher instructional design. Includes 20 hours field experience. Prerequisite or Co-requisite: EDUC 5113. Three lecture hours a week. Credit: Three hours.

**EDUC 5133. Assessment and Instructional Design and Delivery for All Learners.** Design and implementation of instruction appropriate for all learners that reflects an understanding of relevant content and is based on continuous and appropriate assessment; responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. Includes 15 hours of field experience. Prerequisites: EDUC 5113 and EDUC 5123 with a grade of B or higher. Three lecture hours a week. Credit: Three hours.

**EDUC 5143. Effective Design and Management of the Classroom Environment (EC-12).** Design and management of a positive, productive classroom environment; physical and emotional environment; effective learner-centered strategies used for managing student behavior. Social, legal, and ethical issues regarding the use of technology and learning environment. Fieldwork required. Includes 15 hours of field experience. Prerequisites: EDUC 5113 and EDUC 5123 with a grade of B or higher. Three lecture hours a week. Credit: Three hours.

**EDUC 5173. Supporting All Learners in the 21st Century P-12 Classroom.** Examination of theoretical issues and practices that impact the education of P-12 students from a variety of backgrounds and/or educational needs. Students seeking initial teacher certification are required to complete 15 hours of early field experience. Three lecture hours a week. Credit: Three hours.

**EDUC 5256. Capstone in Educational Studies.** Mentored culminating research experience on a selected topic in education. Individualized project development utilizing findings from the research and application of those findings in an educational context. Prerequisite: Permission of instructor. Credit: Six hours.

**EDUC 5343. Models and Theories of Learning and Teaching.** Theoretical background of learning and teaching linked to field-based experiences to expand the knowledge base and expertise of certified teachers. Three lecture hours a week. Credit: Three hours.

**EDUC 5353. Adult Models of Learning and Teaching.** Exploration of adult development to promote an expanded understanding of issues and practices in adult education. Focus on three core areas of concern in adult education: roots of andragogy, advances in adult learning, and practice in adult learning. Meets needs of professionals teaching or training adults in multiple contexts. Three lecture hours a week. Credit: Three hours.

**EDUC 5423. Curriculum Studies.** Contemporary issues in the field of curriculum including the study of the history of the field, multiple definitions of curriculum, paradigms, philosophies, and future prospects in the field. Three lecture hours a week. Credit: Three hours.

**EDUC 5463. Assessment in the Classroom.** Review of formal, informal, and alternative assessment; evaluation theory and strategies. Application of theory to classroom setting and development of curriculum-based approaches to assess student progress. Three lecture hours a week. Credit: Three hours.

**EDUC 5903. Special Topics.** In-depth examination of selected topics in education not addressed in other courses. Three lecture hours a week. Credit: Three hours.

**EDUC 5913. Independent Study.** Credit: Three hours.

**EDUC 5923. Professional Practicum.** Supervised student teaching in the certification area(s) being sought by the teacher candidate. Prerequisite: Passing all TExES exams, 2.75 GPA or higher, and completion of all coursework on the degree plan leading to certification. Students may be required to attend class meetings/seminars outside of the practicum setting throughout the course of the semester. A minimum of 245 clock hours is required for clinical teaching (practicum). Credit: Three hours.

**EDUC 5926. Professional Practicum.** Supervised clinical teaching in the certification area(s) being sought by the teacher candidate. Prerequisite: Passing all TExES exams, 2.75 GPA or higher, completion of all coursework on the degree plan leading to certification, and permission of instructor. Students may be required to attend class meetings outside of the practicum setting throughout the course of the semester. A minimum of 490 clock hours is required for clinical teaching (practicum). Credit: Six hours.

**EDUC 5943. Professional Internship.** 490 internship hours total (245 internship hours required each semester for 2 semesters) Prerequisite: Passing all TExES exams, 2.75 GPA or higher, and completion of all other coursework on the degree plan. Credit: Three hours.

**EDUC 6563. Foundations of Higher Education.** History and foundations of higher education, the organization of higher education institutions, and legal issues in higher education. Three lecture hours a week. Credit: Three hours.

**EDUC 6573. Social, Academic, and Demographic Characteristics of University Students.** Examination of undergraduate and graduate students' characteristics. Initiatives and outcomes related to student recruitment and retention. Three lecture hours a week. Credit: Three hours.

**EDUC 6583. Higher Education: Research to Practice.** In-depth exploration of topical issues in higher education culminating in a supervised project applying theory to practice and focused on an aspect of interest in higher education. Three lecture hours a week. Credit: Three hours.

**ELDR 5123. Educational Foundations and Administrative Implications: AEL.** Advancing Educational Leadership (AEL) systems. Historical, philosophical, and global influences on education systems. Leadership systems which build positive campus culture, use data and assessment to plan and deliver educational programs, lead instructional delivery, and increase student learning in today's diverse schools and related educational settings. Work of prominent leadership scholars to build reflective practices supporting these areas. Three lecture hours a week. Credit: Three hours.

**ELDR 5203. Research in Education.** Practice of skills for prospectus development, types of research, methods, techniques, and procedures of educational empirical research; research design, research writing, analyzing research reports, development of research skills for reading professional journals. Three lecture hours a week. Credit: Three hours.

**ELDR 5223. Professional Development and Supervision in Education.** The scope of professional development and supervision in instructional improvement and school renewal. Includes Region 13 Texas Principal Evaluation and Support System appraiser training for aspiring principals and superintendents. Three lecture hours a week. Credit: Three hours.

**ELDR 5243. Leadership and Communication: Crucial Conversations.** Crucial Conversations framework and supporting skills needed to develop or improve communication skills in the professional workplace. Focus on developing spontaneous speaking skills for the professional workplace. Three lecture hours a week. Credit: Three hours.

**ELDR 5323. Administrative Processes in Schools.** Business management processes including planning and administrative functions, site-based management, budget, facilities, technology, insurance, purchasing, human resources for certified and non-certified personnel, relationship of business management functions to teaching and learning environment. Three lecture hours a week. Credit: Three hours.

**ELDR 5333. Curriculum Development, Assessment, and Evaluation.** Major issues, problems, and trends in education; the role of educational leadership in curriculum, program development, assessment, and evaluation. Three lecture hours a week. Credit: Three hours.

**ELDR 5353. Leadership and Special Programs.** An overview of special programs, also known as federal programs. Focus on educational and legal issues facing educators concerning special programs. Special programs provide diverse curriculum offerings to a diverse student population. Three lecture hours a week. Credit: Three hours.

**ELDR 5903. Special Topics.** Variable content. Credit: Three hours.

**ELDR 5911. Independent Study.** Individual study of specific problems. Prerequisite: Permission of instructor. Credit: One hour.

**ELDR 5913. Independent Study.** Intensive study of a problem of individual or professional interest in educational leadership. Prerequisite: Permission of instructor. Credit: Three hours.

**ELDR 6013. Reflective Analysis in Organizations.** Current issues related to organizational leadership and scholarship employing various theoretical perspectives of justice, equity, diversity, and inclusion in various educational contexts. Three lecture hours a week. Credit: Three hours.

**ELDR 6113. Education Law.** Introduction to education law; legal aspects of school administration, including legal rights and responsibilities of educational personnel and student personnel, law, and the curriculum. Three lecture hours a week. Credit: Three hours.

**ELDR 6233. The Superintendency and School District Leadership.** The superintendency and school district leadership in the social, economic, and political contexts that affect schooling and frameworks for identifying and analyzing problems of practice and courses of action. Three lecture hours a week. Credit: Three hours.

**ELDR 6303. Administration of Teacher and Student Personnel.** Analysis of the problems, characteristics, and potentialities of elementary and secondary school students, teachers, and other personnel; policies, schedules, strategies, and procedures to help students and teachers to enhance effective learning. Three lecture hours a week. Credit: Three hours.

**ELDR 6333. Seminar in Education and Communities.** Collaborative leadership skills in relation to educational entities and their local communities, the integration of campus and community culture, creation of learning communities for all stakeholders, and professional ethics governing these interactions. Three seminar hours a week. Credit: Three hours.

**ELDR 6403. Seminar in School Administration.** A thorough review of all aspects of school administration, including contemporary issues which affect schools. Three seminar hours a week. Credit: Three hours.

**ELDR 6433. Seminar in Leadership Theory.** Modern theories of leadership, management, and leadership development. Applied overview of the key concepts and principles of leadership and leadership development as related to educational and community-based roles. Three seminar hours a week. Credit: Three hours.

**ELDR 6443. Student Affairs in Higher Education.** Overview of the profession of student affairs. Issues, challenges, and trends facing student affairs in higher education institutions. Key concepts and internal and external factors affecting student affairs in areas including enrollment management, diversity, safety, advising and counseling, placement testing, residential life, health services, and student activities. Three lecture hours a week. Credit: Three hours.

**ELDR 6453. Constructive Analysis in Higher Education.** Current issues related to diversity, equity, and inclusion in higher education and examination of these concepts from different theoretical perspectives. Student populations, affirmative action, and transformational leadership as related to diversity, equity, and inclusion. Three lecture hours a week. Credit: Three hours.

**ELDR 6463. Resource Management in Higher Education.** Resources, practices, and procedures of finance and economics in post-secondary education. Current educational finance issues affecting educational institutions. Three lecture hours a week. Credit: Three hours.

**ELDR 6473. Organization and Administration in Higher Education.**

Organizational and administrative theory related to colleges and universities including major administrative units and roles. Three lecture hours a week. Credit: Three hours.

**ELDR 6483. Community Colleges: Issues and Trends.** Analysis of groups which mold and shape the two-year college as an institution. Three major adaptive responses of the college as an organization: administration, curriculum and instruction, and student personnel services. Fundamental issues facing the two-year college as it seeks to adapt to the social, educational, and economic needs of society. Three lecture hours a week. Credit: Three hours.

**ELDR 6503. School Finance.** The principles and concepts of public school finance at the local, state, and federal levels, and district level support services. Three lecture hours a week. Credit: Three hours.

**ELDR 6513. Professional Principal Preparation.** Survey of the overall role of the PK-12 campus administrator and culminating experience to prepare for the principal practicum/internship semester. Includes Texas Teacher Evaluation and Support System (TTESS) appraiser state certification. Three seminar hours a week. Credit: Three hours.

**ELDR 6603. Politics, Policy, and Ethics.** Concepts, theories, and perspectives in educational policy, politics, and ethics and implications for educational leaders. Three lecture hours a week. Credit: Three hours.

**ELDR 6611. PASL Internship for the Principal.** Individual study of specific problems. PASL Pre-Internship Course for 21-hour post-baccalaureate certificate of advanced study ELDR students with Principal as Instructional Leader certification. 30-50 total field practicum hours. Credit: One hour.

**ELDR 6612. Internship for the Principal.** Application of research and understanding of the decision making processes to an ongoing elementary, middle, junior, or senior high school; supervised experiences in practical administration of a school; application of concepts and competencies learned in previous courses. Minimum of 130 total field practicum hours. Credit: Two hours.

**ELDR 6613. Internship for the Principal.** Application of research and understanding of the decision making processes to an ongoing elementary, middle, junior, or senior high school; supervised experiences in practical administration of a school; application of concepts and competencies learned in previous courses. Includes 160 total field practicum hours. Credit: Three hours.

**ELDR 6663. Internship in School Administration.** Practical experience in a variety of school administration positions under the guidance and supervision of active central office administrators. Application of concepts and competencies in realistic situations. Eight practicum hours a week. Credit: Three hours.

**ELDR 6733. Quantitative Research Methods in Education.** Quantitative research design and its application in educational leadership and organizations; analysis and evaluation of quantitative research; data interpretation, emphasis on hypotheses, variables, ethics, instrumentation, sampling, reliability, and validity; preparation of a quantitative research plan. Prerequisite: ELDR 5203. Three lecture hours a week. Credit: Three hours.

**ELDR 6753. Critical Writing, Research, and Thinking.** Critical thinking, research, and writing relating to a problem of professional interest and significance. Three lecture hours a week. Credit: Three hours.

**ELDR 6903. Special Topics.** Organized study of topic in Educational Leadership. May be repeated for credit when specific topic varies. Three lecture hours a week. Credit: Three hours.

**ELDR 6911. Independent Study.** Individual research relating to a problem of professional interest and significance. May be repeated. Credit: One hour.

**ELDR 6913. Independent Study.** Individual research relating to a problem of professional interest and significance. May be repeated. Credit: Three hours.

**ELDR 6983. Dissertation.** May be repeated for credit. Credit: Three hours.

**ELDR 6993. Dissertation.** May be repeated for credit. Prerequisite: ELDR 6983. Credit: Three hours.

**READ 2013. Global Literacy for Change: Building Strong Communities Through Emancipatory Education.** Multidisciplinary, global exploration of how education can serve as a powerful instrument for strengthening communities and expanding opportunity. Examination of the relationships between educational systems and community engagement across diverse cultural contexts. Students explore how individuals and groups can participate in meaningful learning, develop civic responsibility, and contribute to constructive change within their communities. Satisfies three hours Core Component Area Option (91). Three lecture hours a week. Credit: Three hours.

**READ 2713. Inside-Out Prison Exchange: Literacies for Rhythm, Rhyme, and Rhetoric.** This interdisciplinary course examines how music, performing arts, and visual media serve as powerful tools for communication and change. In a unique partnership, university students ("Outside" students) and students in a correctional facility ("Inside" students) learn together as academic equals. By studying popular culture, we will analyze how different forms of expression shape our personal and social responsibilities. Course takes place off campus at Bridgeport Correctional Center. Satisfies three hours Core Component Area Option (40). Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

**READ 3013. Literacy and Learning across the Curriculum.** Study and practice of theory, content, and methods for integrating reading and related literacy skills into content and related area instruction. Emphasizes interrelatedness of literacy processes and their importance in all instruction and learning; strategies for improving text comprehension, developing vocabulary, discussing and writing to learn, and using study and inquiry skills with a variety of texts. Three lecture hours a week. Credit: Three hours.

**READ 3223. Early Literacy Foundations.** Reading and language arts theory, research, and methods for early childhood. Developmentally appropriate instruction with a focus on ways to scaffold and sequence skills and concepts to teach reading, writing, listening, speaking, viewing, and visually representing to young children in early childhood through third grade. Instructional practice capitalizing on oral language; planning for early literacy instruction; and intersections of language, family literacy, and culture in the home for beginning readers. 15-hour practicum required. Three lecture hours a week. Credit: Three hours.

**READ 3423. Literacy Foundations: 4-8.** Guidance and practice in planning and organizing for instruction in reading, writing, listening, speaking, viewing, and visually representing in grades four through eight. Reading and language arts theory, content, and methods. Prerequisites: Junior status and a minimum 2.5 GPA. Three lecture hours a week. Credit: Three hours.

**READ 3433. Literacy Foundations EC-6.** An examination of theory, content, and methods for instruction in reading, writing, listening, speaking, viewing, and visually representing from early childhood through intermediate grades. Includes practice in planning and organizing literacy instruction based on various research-based frameworks. Prerequisites: Junior status and a minimum 2.5 GPA. Three lecture hours a week. Credit: Three hours.

**READ 3463. Strategic Learning through Text.** Examination of instructional strategies for student engagement with diverse text formats in the construction of meaning. Analysis of strategies and methods for using reading, writing, and studying as tools for appreciating, knowing, and understanding. Prerequisite: READ 3423 or COMS 4653. Three lecture hours a week. Credit: Three hours.

**READ 4223. Early Literacy Assessment and Instruction.** Developmentally appropriate assessment and instructional practices for Early Childhood: Pre-K through 3rd grade emergent and early readers and writers. Use and interpretation of a wide variety of evaluation and assessment tools and analysis of data to plan appropriate instruction for young learners. Identification of young children in need of in-depth intervention and communication of student literacy outcomes to various audiences. 15-hour practicum required. Prerequisites: Admission to the Educator Preparation Program, ECE 3203, and READ 3223. Three lecture hours a week. Credit: Three hours.

**READ 4383. Phonological and Orthographic Principles in Literacy.** Define and apply understanding of the phonological and orthographic language systems as they specifically relate to literacy development. Design assessment and instruction related to children's learning of letters, sounds, and their relationship; word-analysis; and spelling. May be taken concurrently with READ 4563. Prerequisite: READ 3423 or COMS 4653, or READ 3433 or READ 3223, with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

**READ 4393. Oral Language and Early Literacy Development.** Theories, research, and teaching practices related to oral language acquisition, variation, and vocabulary development in EC-3 classrooms. Covers assessment and instructional strategies that support children's linguistic and socio-cultural strengths in early literacy learning. Prerequisites: Admission to the Educator Preparation Program, ECE 3203, and READ 3223. Three lecture hours a week. Credit: Three hours.

**READ 4413. Integrated Language Arts for Grades 4-8.** Instruction and practice in the teaching of reading, writing, speaking, listening, viewing, and visually representing for teachers of early adolescents. This course includes a strong emphasis on integrating the language arts through multimodal composing and process writing. Prerequisites: READ 3423 or COMS 4653 with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

**READ 4453. Literacy Assessment and Instruction: EC6.** Examines characteristics and uses of a wide variety of evaluation and assessment tools. Students analyze data in order to plan appropriate instruction, identify children in need of in-depth intervention, and learn to communicate student literacy outcomes to various audiences. May be taken concurrently with READ 4383. Prerequisite: READ 3433 or COMS 4653 with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

**READ 4493. Reading and Language Arts across the Curriculum: EC-6.** Guidance and practice for helping students develop strategies in reading comprehension, fluency, and writing to learn, including use of various text organizers and graphics. Use of multiple sources of information and technology and integration of content areas. Prerequisites: READ 3433 or COMS 4653, READ 4383, and READ 4453 with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

**READ 4563. Reading Assessment and Instruction: Grades 4-8.** Examines characteristics and uses of formal and informal literacy assessment tools for students in grades 4-8; strategies for incorporating results into literacy instruction; state content and performance standards for literacy; and strategies for providing in-depth intervention. May be taken concurrently with READ 4383. Prerequisite: READ 3423 or COMS 4653 with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

**READ 4903. Special Topics.** Three lecture hours a week. Credit: Three hours.

**READ 4911. Independent Study.** Credit: One hour.

**READ 4913. Independent Study.** Credit: Three hours.

**READ 5213. Foundational Skills for the Teaching of Reading in the Early Grades.** Introduction to the theory and practice of teaching early reading. Survey of key components of reading instruction in the areas of oral language; phonemic awareness; word study; and decoding, fluency, and comprehension. Prerequisite: Admission to the Master of Arts in Teaching program. Three lecture hours a week. Credit: Three hours.

**READ 5343. Bridging Multimodal Composing and Children's/Young Adult Literature.** Writing theory, research, and pedagogy; children's/young adult literature for the classroom; connecting literature to multi-modal composing. Three seminar hours a week. Credit: Three hours.

**READ 5423. Literacy: Practice to Theory.** Covers theories, issues, and practices in literacy instruction from early childhood through high school. Examines the relationship between literacy theories and practice, with an emphasis on diverse learner populations. Field experience required. Three lecture hours a week. Credit: Three hours.

**READ 5443. Literacy: Assessment and Instruction.** Instruction, analysis, and application of research based formal and informal literacy assessments; use of assessments to guide responsive instruction; ability to communicate outcomes and standards to various audiences. Field experience required. Three lecture hours a week. Credit: Three hours.

**READ 5453. Processes and Strategies for Comprehending Texts.** Theories and practices related to literacy practices, processes, and strategies within and across a variety of print and non-print text modes and genres. Focus on providing optimal environments for comprehending and interpreting texts and on developing students' independent uses of strategies for engaging with texts. 8-10 hours of field experience required. Three lecture hours a week. Credit: Three hours.

**READ 5463. Practicum in Literacy: Analysis of Teaching and Mentoring.** Clinical experiences in classrooms, small group, and individual instruction; diagnosis, analysis, and teaching utilizing assessment data and research based practices; application of mentoring and coaching strategies for collaborating with professional colleagues and parents. Field experience required. Prerequisites: READ 5423 and READ 5443. One lecture and five practicum hours a week. Credit: Three hours.

**READ 5473. Early Detection in Reading.** Focus on the administration and interpretation of standardized observational assessments of early literacy and intervention procedures that will support the students experiences difficulty with literacy learning. In addition to observing children and teachers interacting behind a one-way glass, all enrolled in the course will work with four children while learning procedures. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.

**READ 5483. Early Intervention in Reading.** Focus on the refinement of procedures used with at-risk beginning readers. Attention will be directed to teacher decision-making while working with four children. All enrolled in the course will be involved in teaching and observing children behind a one-way glass. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.

**READ 5493. Research in Literacy: Responsive Action in Schools.** Critical reading, evaluation, and design of research in literacy; understanding of research trends in literacy; effective communication of research for decision-making in literacy at the program level. Three lecture hours a week. Credit: Three hours.

**READ 5503. Phonological and Orthographic Language Systems in Literacy Learning.** Focuses on language processes, including phonological and orthographic language systems related to literacy development. Research and theory related to letters, sounds and their relationship, word analysis, and spelling will be used to critique and evaluate reading programs and design customized assessment and instruction. Field experience required. Three lecture hours a week. Credit: Three hours.

**READ 5513. Literacy and the Diverse Learner.** Theories, issues, and practices of literacy instruction in various academic settings for EC-12 learners of diverse linguistic, cultural, economic, and academic backgrounds. Field experience required. Three lecture hours a week. Credit: Three hours.

**READ 5523. Literacy Leadership and Program Development.** Improvement of literacy instruction; organization and implementation of literacy programs; literacy theories and research-based practices in the development and implementation of effective literacy programs; effective leadership practices for establishing collaboration, communication, and professional learning in the design, implementation, and evaluation of literacy programs. Three lecture hours a week. Credit: Three hours.

**READ 5543. Introduction to Literacy and Learning in the Disciplines.** Rationale and principles for teaching reading and related communication skills in specific content-area subjects; emphasis on strategies for instruction in text comprehension, text production, and vocabulary development as it relates to disciplinary coursework. Three lecture hours a week. Credit: Three hours.

**READ 5901. Special Topics.** Variable content. Prerequisite: Permission of instructor. One lecture hour a week. Credit: One hour.

**READ 5903. Special Topics.** Variable content. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

**READ 5911. Independent Study.** Individual study of specific problems. Prerequisite: Permission of instructor. Credit: One hour.

**READ 5913. Independent Study.** Individual study of specific problems. Prerequisite: Permission of instructor. Credit: Three hours.

**READ 5923. Biliteracy and Multilingualism.** Preparation of literacy educators in bilingual and English-medium classrooms to assess and instruct multilingual students in reading, writing, listening, and speaking skills. Three lecture hours a week. Credit: Three hours.

**READ 5963. Capstone: Literacy Research.** Completion and presentation of research based professional portfolio; development of professional goals; development and implementation of professional research-based presentations. Prerequisite: Completion of all other master's coursework. Three seminar hours a week. Credit: Three hours.

**READ 6473. Perspectives and Paradigms in Human Inquiry.** Exploration of diverse perspectives and purposes of social science research. Study of competing definitions of research and their contributions to professional practice. Consideration of the underlying theoretical issues that inform the practice of research. Prerequisite: Doctoral standing or permission of instructor. Three seminar hours a week. Credit: Three hours.

**READ 6483. Qualitative Research.** Theories and methods of qualitative research conducted in social settings. Prerequisite: Doctoral status. Three lecture hours a week. Credit: Three hours.

**READ 6493. Advanced Qualitative Research: Design and Analysis.** Advanced methods of qualitative research design, collection, and analysis of data gathered in social settings. Prerequisite: Graduate introductory-level qualitative research course. Three lecture hours a week. Credit: Three hours.

**READ 6511. Observing and Responding to Young Readers Practicum.** Implementation of specific teaching procedures and assessment of the effectiveness of instructional decisions on accelerated literacy acquisition for young children. Prerequisite: permission of instructor. Co-requisite: READ 6512. Ten practicum hours a week. Credit: One hour.

**READ 6512. Observing and Responding to Young Readers.** Focus on the administration and interpretation of An Observation Survey of Early Literacy Achievement, systematic observation, and intervention procedures that will support the literacy progress of beginning readers. Prerequisite: Permission of instructor. Co-requisite: READ 6511. Two lecture hours a week. Credit: Two hours.

**READ 6521. Early Literacy Intervention Practicum.** Evaluation of students' literacy and language strengths through systematic observation. Application of Reading Recovery teaching procedures for students receiving individualized literacy lessons. Prerequisite: Permission of instructor. Co-requisite: READ 6522. Ten practicum hours a week. Credit: One hour.

**READ 6522. Early Literacy Intervention.** Procedures for working with emerging readers and writers experiencing difficulty learning to read and write. Strategies children need to be independent readers and writers. Theoretical teacher decision-making models based on observations of teacher-child interactions. Prerequisite: Permission of instructor. Co-requisite: READ 6521. Two lecture hours a week. Credit: Two hours.

**READ 6533. Foundations of Literacy.** Systematic examination of theory and research related to the sociocultural, historic, cognitive, and physiological aspects of literacy practices; analysis of facilitating and inhibiting factors in literacy learning and development; and appraisals of approaches to teaching literacy in relation to this analysis. Prerequisite: Admission to doctoral program in Reading Education or permission of instructor. Three lecture hours a week. Credit: Three hours.

**READ 6543. Theoretical Foundations: Early Literacy and Early Intervention.** Critical examination of 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. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

**READ 6563. Nature of Literacy in the Adolescent Years.** Examination of the expanding body of research, policy, history, and underlying theories of "adolescent literacy;" implementation of research findings in instruction; consideration of adolescent engagement in situated literacies involving new multi-literacies; influences of social, cultural, linguistic, and historical factors. Three lecture hours a week. Credit: Three hours.

**READ 6573. Language and Literacy.** Seminal and current research and theory pertaining to language and literacy practices, including language acquisition. Focus on how languages and literacies develop inside and outside of school and across sign systems, as well as the social, cultural, linguistic, and historical influences that situate different practices. Prerequisite: READ 6533 or permission of instructor. Three lecture hours a week. Credit: Three hours.

**READ 6583. Research in Literacy.** Description of methods and techniques employed in literacy research. Methods for critiquing, analyzing, and synthesizing significant literacy research. Prerequisites: Twelve hours of graduate READ coursework or permission of the instructor. Three lecture hours a week. Credit: Three hours.

**READ 6593. Advanced Literacy Research Design: Analysis and Evaluation.** Methods of inquiry about language and literacy processes and practices: teaching, learning, and proposal development. Prerequisites: Fifteen hours of graduate study in literacy, including READ 6583 and three hours of statistics, or permission of instructor. Three lecture hours a week. Credit: Three hours.

**READ 6673. Theoretical Foundations in Language and Literacy.** Introduction to underlying theories that contribute to early reading and writing. Role of systematic observation of oral and written language and the relationship of oral language acquisition to early school literacy. History of research in literacy processes that contribute to the foundations of Reading Recovery. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

**READ 6683. Doctoral Seminar in Literacy.** Variable content. In-depth examination of research relevant to topics. May be repeated for up to twelve hours of credit with permission of advisor. Prerequisites: Three graduate hours in READ or permission of instructor. Three seminar hours a week. Credit: Three hours.

**READ 6693. Literacy Leadership and Policy.** Trends that influence the implementation of effective literacy programs in schools. Theoretical constructs of leadership, organizational, and complex systems and critical discourse analysis as lenses for analysis. Three seminar hours a week. Credit: Three hours.

**READ 6703. Integration of Literacy Theory and Research.** Integration of theoretical foundations, research, practical applications, and individualized areas of expertise in literacy. Prerequisite: Permission of Instructor. Credit: Three hours.

**READ 6743. Clinical Practicum in Early Literacy Leadership.** Theories and practices related to early literacy and early intervention. Principles of early literacy, implementation of early literacy intervention in schools and systems, teaching adult learners, and using data to monitor early literacy and early intervention. Field work in schools required. Prerequisite: Permission of instructor. Two lecture and four practicum hours a week. Credit: Three hours.

**READ 6753. Advanced Clinical Practicum in Early Literacy Leadership.** Application of expertise in early literacy and early intervention leadership. Participation in the implementation of early literacy teacher courses and early intervention in schools and systems, teaching adult learners, and use of data to refine and evaluate implementation. Field work in schools required. Prerequisite: Permission of instructor. Two lecture and four practicum hours a week. Credit: Three hours.

**READ 6903. Special Topics.** Variable content. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

**READ 6911. Independent Study.** Variable content. Individual research relating to a problem of professional interest and significance. May be repeated for up to 12 hours of credit with permission of student's advisor. Prerequisites: Permission of instructor and post-master's standing. Credit: One hour.

**READ 6913. Independent Study.** Variable content. Individual research relating to a problem of professional interest and significance. May be repeated for up to twelve hours of credit with permission of student's advisor. Prerequisites: Permission of instructor and post-master's standing. Credit: Three hours.

**READ 6983. Dissertation.** May be repeated for up to six hours of credit. Prerequisite: READ 6703, doctoral candidate status, and permission of instructor. Credit: Three hours.

**READ 6993. Dissertation.** May be repeated for up to six hours of credit. Prerequisite: READ 6983. Credit: Three hours.