SCHOOL OF EDUCATION
COURSE ROSTER 2009-2010

ADMINISTRATION AND SUPERVISION

ADSU 5010: PROFESSIONAL PREPARATION SEMINAR
Prerequisite: An approved, signed degree or certification plan on file in the SoE. This course is designed to assist students in either the principal or superintendent certification programs to understand the State certification standards for successful entry into their chosen educational field.

ADSU 5931: RESEARCH TOPICS IN EDUCATIONAL LEADERSHIP
Identified by specific title each time course is offered.

ADSU 5939: INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
Prerequisites: Approval of instructor and Associate Dean.

ADSU 6030: INTRODUCTION TO EDUCATIONAL LEADERSHIP
Principles of educational leadership, structure and governance of public education, interpersonal relations and communication skills.

ADSU 6130: ADMINISTRATIVE SYSTEMS
Prerequisite: ADSU 6030. Technological applications for school administrative systems focusing on communication, presentation and management systems.

ADSU 6132: CURRICULUM
Prerequisite: ADSU 6030. Research, theory and practice, pertaining to the design, implementation, analysis and evaluation of the school curriculum.

ADSU 6233: PRINCIPALSHIP
Prerequisite: ADSU 6030. Technical, human and conceptual skills required of building-level school administrators.

ADSU 6235: ADMINISTRATION OF SPECIAL PROGRAMS
Prerequisite: ADSU 6030. Program planning, implementation, evaluation and improvement through study and development of special programs that meet local, state and national needs and requirements.

ADSU 6333: INSTRUCTIONAL LEADERSHIP
Prerequisite: ADSU 6030. The course content has been approved by the Texas Education Agency and meets the guidelines for Instructional Leadership Training required for Administrators and Supervisors. The components of the course are: leadership, instructional effectiveness, observing and conferencing with teachers and lesson design.

ADSU 6432: MANAGEMENT THEORY
Prerequisite: ADSU 6030. Adaptations of the fundamentals of management to program development, personnel and fiscal resources.

ADSU 6434: ADMINISTRATION OF SCHOOL PERSONNEL
Prerequisite: ADSU 6030. Focuses on the various aspects of personnel administration in the educational setting to include creating a meaningful work environment, to increase motivation and job satisfaction and developing effective and interactive employee communications.

ADSU 6436: SCHOOL RESOURCE MANAGEMENT
Prerequisite: ADSU 6030. Fundamentals of planning, cost accounting, quantitative evaluation of needs and resources and application of prudent business practices to school finance.

ADSU 6437: SCHOOL LAW
Prerequisite: ADSU 6030. State and federal laws and court decisions affecting the authority, responsibilities, liabilities and appeals related to the operations of public school systems.

ADSU 6533: APPRAISAL OF TEACHING
Prerequisite: ADSU 6030. The course follows the official guidelines for training appraisers as required for the Texas Teacher Appraisal System. Students are also required to do in-depth research on professional growth and/or development as it relates to evaluation.

ADSU 6537: INTERPERSONAL COMMUNICATION
Prerequisite: ADSU 6030. This course, designed for students of school administration, focuses on understanding different communication styles, developing skills for speaking and listening effectively, improving written communications and mastering the steps of effective group presentations.

ADSU 6538: PROGRAM, POLICY AND POLITICS
Prerequisite: ADSU 6030. Study of local, state and national policy and politics as instruments of program change, development, control and reform. Emphasis given to the role of the principal in school policy matters.

ADSU 6638: THE PRINCIPAL AND SCHOOL COMMUNITY RELATIONS
Prerequisite: ADSU 6030. Application of interpersonal skills in campus leadership; study of leadership approaches for use with various school constituencies. Required for principal certification.

ADSU 6735: LEADERSHIP RESEARCH SEMINAR
Prerequisite: Must be taken during the final six hours of the ADSU Master's Plan. Demonstration of acquired competency through research on current educational leadership topics. This capstone experience provides a rich opportunity to demonstrate the inter-relatedness of theory and practice.

ADSU 6739: GRADUATE INTERNSHIP
Prerequisites: Administrative Core courses and approval of Associate Dean. Supervised internship in an approved educational environment. Written and oral reports required.

COUNSELING

COUN 5010: PROFESSIONAL PREPARATION SEMINAR
Prerequisites: COUN 5231, 5432, 6532, 6731 and an approved, signed degree or certification plan on file in the SoE. This course is designed to assist students in the School Counselor Certification Plan to understand the State certification standards for successful entry into their chosen educational field.

COUN 5034: COMMUNITY COLLABORATION IN COUNSELING
Prerequisite: Admission to the Counseling Plan. This course focuses on the establishment of partnerships and recognition of community resources to meet the needs of diverse populations. Field experiences required.

COUN 5035: ADVANCED INTERPERSONAL SKILLS IN DIVERSE SETTINGS
Prerequisites: COUN 6030 and COUN 6435. This course will examine the implications of cross cultural differences and similarities as well as the enhancement of interpersonal counseling skills required for professionals working within a diverse setting. Field experiences required.

COUN 5131: COUNSELING FOR LIFESPAN DEVELOPMENT
Prerequisite: Admission to the Counseling Plan. Addresses child development, including bio-social, cognitive and psychosocial changes and issues that arise during the school years that may require counseling support.

COUN 5231: PRINCIPLES OF COUNSELING
Prerequisite: Admission to Counseling Plan. History, principles, services and theoretical development of guidance. Development of basic counseling skills.

COUN 5432: THEORIES OF COUNSELING
Prerequisite: COUN 5231. Current theories of counseling and their applications to practice.

COUN 5739: PRACTICUM IN COUNSELING
Prerequisites: Completion of all core courses, admission to Counseling Program and approval of instructor and Associate Dean. Restricted to students with degree or certification plans in counseling. Counseling of bona fide clients in a supervised setting.

COUN 5931: TOPICS IN COUNSELING
Prerequisite: COUN 5231. Identified by specific title each time course is offered.

COUN 5939: INDEPENDENT STUDY IN COUNSELING
Prerequisites: Approval of instructor and Associate Dean.

COUN 6030: MULTICULTURAL FOUNDATIONS FOR COUNSELORS
Prerequisite: Admission to the Counseling Plan. This course will review the social, cultural and legal issues related to counseling diverse populations in the United States.

COUN 6031: TECHNOLOGY APPLICATIONS FOR COUNSELORS
Prerequisite: Admission to the Counseling Plan. This course instructs the counselor on using computers and related programs/software to facilitate research, communication, reports and presentations for counselors.

COUN 6032: STATISTICS AND MEASUREMENT FOR COUNSELORS
Prerequisite: Admission to the Counseling Plan. This course will examine both formal and informal procedures for collecting and analyzing data, principles of measurement and descriptive statistics.

COUN 6033: RESEARCH DESIGN AND ANALYSIS FOR COUNSELORS
Prerequisites: COUN 6032. This course will enable the counselor to design, analyze and apply counseling research techniques, both qualitative and quantitative.

COUN 6232: ASSESSMENT ISSUES FOR COUNSELORS
Prerequisites: COUN 6032 or EDUC 6032 and admission to the Counseling program. Review of the most common psychological tests. Basic principles of psychological report writing and interpretation.

COUN 6334: CAREER DEVELOPMENT AND COUNSELING
Prerequisites: COUN 6032 or EDUC 6032; COUN 6232 or PSYC 6232 and admission to Counseling Plan. Review of theories, sources of information, methods for appraisal, appraisal instruments and counseling techniques related to the career development process throughout the lifespan.

COUN 6435: PRE-PRACTICUM IN COUNSELING
Prerequisites: COUN 5231 and COUN 5432. Pre-practicum development of advanced counseling skills and case management documents in a supervised setting.

COUN 6531: COUNSELING SPECIAL POPULATIONS
Prerequisites: COUN 5131 and COUN 5231 and admission to Counseling Plan. Course will prepare counselors to provide services to clients with special needs; to review main approaches to defining psychological abnormalities; to become familiar with the DSM-IV-TR; to learn processes for making psychological diagnoses; to understand major causal theories of psychopathological disorders; to understand role of counselor in ARD/504 processes.

COUN 6532: GROUP COUNSELING
Prerequisites: COUN 5231 and COUN 5432. Basic principles of group dynamics, processes, theoretical applications, techniques and leadership skills in an experiential setting.

COUN 6533: CRISIS INTERVENTION
Pre-requisites: COUN 6532 or COUN 6435, or permission of instructor. Knowledge of theory and methodology of crisis prevention and intervention, incident debriefing, violence prevention; development of crisis intervention teams.

COUN 6534: DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
Prerequisite: COUN 5231. Addresses the design, implementation and evaluation of developmental school counseling programs, with emphasis on the counselor's role in counseling, consultation and coordination of student services in the domains of developmental guidance, individual planning, responsive services and system support.

COUN 6731: PROFESSIONAL SEMINAR IN COUNSELING

Prerequisite: COUN 5231. Advanced topics including the latest research in counseling; emphasis on ethical, legal and professional issues.

COUN   6739:   INTERNSHIP IN COUNSELING
Prerequisites: COUN 5739 and approval of Associate Dean. Restricted to students with degree or certification plans in counseling. Supervised internship in an approved counseling environment; written and oral reports required.

EARLY CHILDHOOD EDUCATION

ECED   5031:   TEACHING YOUNG CHILDREN
Exploration of practices that nurture the intellectual growth and general development of young children. Field experiences required.

ECED   5032:   COMMUNITY PROGRAMS FOR YOUNG CHILDREN
Focus is on studies of various school and community programs (and their underlying theoretical perspectives) that serve young children and families. Trends and issues in early childhood education will be explored.   Field experiences required.

ECED   5033:   GUIDANCE AND CLASSROOM MANAGEMENT FOR EC-6
This course explores theories and strategies for guiding young children's behavior in classroom and non-classroom settings. Focus will be on establishing effective discipline and management strategies which promote autonomy in young children.

ECED   5131:   CREATIVE ACTIVITIES FOR THE YOUNG CHILD
Prerequisite: ECED 5031. Strategies for developing, implementing and evaluating   creative and intellectually stimulating learning environments and curricula for young children. Field experiences required.

ECED   5132:   LITERACY DEVELOPMENT IN EARLY CHILDHOOD
Focus on language and emergent literacy development of young children including research and implications for practice. Field experiences required.

ECED   5133:   MATHEMATICS AND PROBLEM SOLVING FOR YOUNG CHILDREN
This course explores theories and models of problem solving and mathematics for children ages 3-9. Focus is on understanding, developing and implementing curriculum based on children's metacognitive procedures in mathematics and problem solving.

ECED   5231:   PLAY AND THE DEVELOPING CHILD
Focus on research, philosophy and application of developmental play theory. Influence of play on physical growth, social relationships, emotional well-being, cognitive development and creative expression is reviewed.

ECED   5331:   EVALUATION OF DEVELOPMENT OF YOUNG CHILDREN
Prerequisite: ECED 5031. Overview of formal and informal evaluation, including authentic assessment of young children's development. Assessment models that focus on physical, social, emotional, cognitive and language capabilities are reviewed. Field experiences required.

ECED   5332:   INFANTS AND YOUNG CHILDREN WITH EXCEPTIONALITIES
Prerequisite: SPED 4030 or SPED 5030. A study of various educational models and methods for the assessment and service provision to infants and young children with special needs. Field experiences required.

ECED   5333:   ADVANCED STUDIES OF INFANTS AND YOUNG CHILDREN WITH SPECIAL NEEDS
Prerequisites: ECED 5332 or SPED 5332. Advanced studies of the education of infants and young children with disabilities to include service coordination, assistive/adaptive technologies and health care issues. Field experiences required.

ECED   5335:   CHILDREN, FAMILY AND SOCIETY
Social contexts in which a child develops, the relationships of individuals in these social contexts and the interaction within and between cross-cultural contexts. Field experiences required.

ECED   5737:   PRACTICUM: INFANTS AND YOUNG CHILDREN WITH DISABILITIES
Prerequisites: ECED/SPED 5332 and ECED/SPED 5333. Fieldwork with infants and/or young children with disabilities not limited to school, agency or privately funded programs.

ECED   5931:   RESEARCH TOPICS IN EARLY CHILDHOOD EDUCATION
Identified by specific title each time course is offered.

ECED   5939:   INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION
Prerequisites: Approval of instructor and Associate Dean.

ECED   6739:   INTERNSHIP IN EARLY CHILDHOOD EDUCATION
Prerequisites: Completion of a minimum of 9 hours of the Professional Education Core and 15 ECED hours from the MS plan and approval of the Associate Dean. Supervised internship in an early childhood setting.

EDUCATION

EDUC   5130:   COGNITION AND INSTRUCTION
To familiarize students with the theoretical foundation of cognitive psychology, the research protocols of cognitive science and the implication of each for classroom technology and instruction.

EDUC   5132:   ISSUES IN PROFESSIONAL EDUCATION
Prerequisite: Admission to Teacher Education Program. Ethical, social, legal and political constraints and considerations in teaching. Emphasis on moral self-assessment and the development of teachers as professional role models for the educational community.

EDUC   5931:   RESEARCH TOPICS IN PROFESSIONAL EDUCATION
Identified by specific title each time course is offered.

EDUC   5939:   INDEPENDENT STUDY IN EDUCATION
Prerequisites: Approval of instructor and Associate Dean.

EDUC 6032: APPLIED STATISTICS
Application of descriptive and inferential statistics in education. Focuses on the calculation and use of measures of central tendency and variability, and presents statistical tools typically used in educational research including selected parametric and non-parametric techniques.

EDUC 6033: RESEARCH DESIGN AND ANALYSIS
Prerequisite: EDUC 6032 or equivalent. Design, analysis and application of educational research techniques, both qualitative and quantitative.

EDUC 6839: MASTER'S PROJECT
Prerequisites: EDUC 6033 or equivalent, 21 additional hours of approved degree course work and approval of instructor and Associate Dean. Applied field research. May be repeated for credit.

EDUC 6939: MASTER'S THESIS RESEARCH
Prerequisites: EDUC 6033 or equivalent, 21 additional hours of approved degree course work and approval of instructor and Associate Dean. May be repeated for credit.

EDUCATIONAL LEADERSHIP

EDLS 7030: DISPUTE RESOLUTION
Designed to analyze various approaches in resolving disputes and to develop skills in helping to resolve disputes that may occur in managing responsibilities. The elements of arbitration, mediation and negotiations are included. Materials from educational, governmental and service organizations will be used.

EDLS 7031: QUANTITATIVE RESEARCH I
This is the first of a two-course sequence (with EDLS 7032) and focuses on quantitative techniques of inquiry that pertain to educational research and policy analysis. Using an integrated approach, students will study statistics; exploratory data analysis; sampling, survey and experimental design; naturalistic observation and inquiry; and interview and questionnaire design in the context of using research information in planning, change management, policy analysis and program management. Topics include inferential, descriptive, comparative, relational and non-parametric statistics.

EDLS 7032: QUANTITATIVE RESEARCH II
Prerequisite: EDLS 7031. This is the second of a two-course sequence (with EDLS 7031) and focuses on quantitative techniques of inquiry that pertain to educational research and policy analysis. Using an integrated approach, students will study statistics; exploratory data analysis; sampling, survey and experimental design; naturalistic observation and inquiry; and interview and questionnaire design in the context of using research information in planning, change management, policy analysis and program management. Topics include inferential, descriptive, comparative, relational and non-parametric statistics.

EDLS 7033: QUALITATIVE RESEARCH
Prerequisite: EDLS 7031. Focuses on qualitative techniques of inquiry that pertain to educational research and policy analysis. Using an integrated approach, the students will study many of the same topics discussed in EDLS 7031, but from a qualitative perspective.

EDLS 7034: PROFESSIONAL WRITING & COMMUNICATIONS
Addresses public writing and presentation skills. Course includes the study of creating case studies as well as reading, interpreting and discussing case studies; dissertation writing and other textual forms including press releases, speeches, newsletters and grants; developing skills for speaking and listening effectively with different audiences, as well as the effective use of technology in presentations; managing interactions with the media including interviews for print, radio and television.

EDLS 7035: INTERCULTURAL COMMUNICATION
Focuses on the understanding of cultural issues that influence communication effectiveness with diverse populations.

EDLS 7036: POLICY & PROGRAMS- SPECIAL POPULATIONS
Overview of various programs serving special populations (ECE, ELL and Special Education). Includes trends and issues, policy implications, legal and ethical aspects and advocacy. Field experiences required.

EDLS 7037: ASSESSMENT ISSUES- SPECIAL POPULATIONS
Prerequisites: EDLS 7130 and EDLS 7033. Overview of assessment issues and practices for special populations. Program evaluation will also be addressed. Field experiences required.

EDLS 7038: CURRICULUM PLANNING AND PROGRAM DEVELOPMENT- SPECIAL POPULATIONS
Overview of curriculum program planning and program issues. This course will include research and best practice in pedagogy as it applies to curriculum planning and program development for special populations. Field experiences required.

EDLS 7039: FAMILY & COMMUNITY RESOURCES- SPECIAL POPULATIONS
Prerequisite: EDLS 7034. Overview of family and community resources that support children and families in programs serving special populations. Communication skills and grant writing are featured. Field experiences required.

EDLS 7130: PROGRAM EVALUATION
Prerequisite: EDLS 7033. Addresses the evaluation of the effectiveness of programs and policies. Topics include purposes for evaluating; evaluator's role; evaluation structure, various design applications, including experimental, quasi-experimental and descriptive; indicators for effectiveness and program process; along with a series of components, including collection of quantitative and qualitative data, analysis and use of evaluation results in the decision-making process.

EDLS 7131: SOCIETY, LANGUAGE AND READING
Prerequisite: EDLS 7035. Examines the impact of linguistic, cultural, and social variables on learning to read.

EDLS 7132: INTEGRATING READING INTO THE CURRICULUM
Examines current research and practice on integrating reading throughout the content area curriculum.

EDLS   7133:   WRITING WORKSHOP IN THE CLASSROOM I
Prerequisite: Concurrent enrollment in EDLS 7134. Examines research based instructional strategies for improving writing in grades K-12.

EDLS   7134:   CURRICULUM WRITING WORKSHOP IN THE CLASSROOM II
Prerequisite: Concurrent enrollment in EDLS 7133. Examines research based instructional strategies for improving writing in grades K-12.

EDLS   7135:   LITERACY ASSESSMENT FOR THE PRACTITIONER
Prerequisites: Six hours from EDLS 7034 or EDLS 7131-7135. Assessment and diagnosis of literacy disorders including dyslexia.

EDLS   7136:   CURRENT PEDAGOGICAL ISSUES
This course, in a seminar format, presents an analysis of current curricular and instructional issues in educational research. Course activities involve extensive review of student-selected research journal articles related to their individual research agenda.

EDLS   7137:   ADVANCED MODELS OF TEACHING
In this course, students examine a variety of teaching models to extend their existing knowledge base of instructional strategies. Focus of examination will be on the following Models of Teaching: Concept Attainment, Inquiry Training, Synectics, Advance Organizers, Non-Directive Teaching, Group Investigation, Role Playing and Simulation.

EDLS   7138:   CURRICULUM DESIGN: DEVELOPMENT, IMPLEMENTATION, EVALUATION
Students will examine the impact of 21st Century National Standards on the development, implementation and evaluation of state and local curricula.

EDLS   7139:   PROFESSIONAL DEVELOPMENT PRINCIPLES AND PRACTICES
This course examines current research-based strategies and techniques, e.g., workplace improvement goals development, assessment models, motivational methods and skills transferability, for the effective planning and implementation of professional development programs.

EDLS   7636:   POLITICS AND SCHOOL FINANCE
Includes federal, state and local sources of funding; issues related to the distribution of moneys and local taxation policies; understanding the concepts and issues of bond elections, investments, debt service and risk management, analysis of the community power structure within the district, how national and state political forces affect local education policies.

EDLS   7637:   PERSONNEL MANAGEMENT
Covers the various aspects of administering personnel in the educational setting: rights and responsibilities of employees, contracts, collective bargaining, termination, advertising, recruiting, interviewing, hiring practices, staff development and creation of policies governing personnel.

EDLS   7638:   THE SUPERINTENDENT AND SCHOOL COMMUNITY RELATIONS
Approval of the Associate Dean/Admission to the Superintendent Certification Plan. Application of interpersonal skills in educational leadership; study of leadership approaches for use with various school constituencies.

EDLS   7833:   SUPERINTENDENT SEMINAR
Contemporary theory and issues in School Leadership.

EDLS   7837:   SUPERINTENDENT INTERNSHIP
Supervised internship in an approved educational environment. Written and oral reports required.

EDLS   7931:   DOCTORAL RESEARCH TOPICS IN EDUCATIONAL LEADERSHIP
Identified by specific topic each time course is offered.

EDLS   7939:   DOCTORAL INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
Prerequisites: Approval of instructor and student's doctoral committee.

EDLS   8030:   ORGANIZATIONAL LEADERSHIP
Prerequisite: EDLS 7034. Explores major philosophies and theories of leadership and their applications to successfully leading and managing educational organizations in community settings, especially ones with a diverse population. Topics include theories of organization and their implications for diagnosis and actions; managerial styles and their implications in addressing individual and group dynamics; values and ethics; cultural sensitivity; legal responsibilities; and effective decision making strategies for successful outcomes. Field experiences is required.

EDLS   8130:   STRATEGIC PLANNING & SYSTEMS ALIGNMENT
Addresses components of systems theory, comprehensive strategic planning and modeling and organizational alignment. Topics include developing systems analysis, strategic and unit-level planning, contingency planning, integration of planning horizontally and vertically and alignment of planning with resources and assessment. Field experiences required.

EDLS   8131:   POLICY, KNOWLEDGE MANAGEMENT & FORECASTING
Prerequisite: EDLS 8130. Investigates the use of data systems for organizational management and policy development. Uses techniques of knowledge management systems, data mining and forecasting tools to effectively integrate diverse data sets, such as demographics, facilities needs, planning documents, assessment data, human resource data and financial data. Topics include the development and use of demographic models, GIS models, database design, forecasting tools and simulation tools. Field experiences required.

EDLS   8132:   TRANSITION AND CHANGE MANAGEMENT
Prerequisite: EDLS 8131. Explores the theory and research of change management as applied to enterprise-wide change, organizational transitions and processes. Topics include analysis of the various aspects of systemic change, such as change leadership, team building, process planning, accountability systems, succession management, data analysis, communication and survey tools, resource allocation, community relations and marketing of services. Field experiences required.

EDLS   8230:   ETHICS, VALUES AND SOCIAL RESPONSIBILITY
Identifies highest standards in professional collaboration, duty to stakeholders, the extent of professional responsibility extending beyond matters of designated and measurable accountability and commitment to the community served. The course merges the best of the technical literature by professional ethicists with an emphasis on practice and continuous improvement.

EDLS   8330:   HUMAN RESOURCES ADMINISTRATION
Addresses various aspects of human resources leadership and management. Topics include federal/state laws, meaningful work environment; motivation and job satisfaction; effective and interactive employee communications; and relevant, ongoing professional development opportunities for self and for staff, highlighting lifelong learning. Discussions include the research and theory of adult learning (transformational learning); reflective practices; and mentoring. Field experiences required.

EDLS   8430:   FINANCIAL RESOURCES MANAGEMENT
Addresses financial management practices and problems of nonprofit organizations in the area of education, government and human services. Specific topics include financial accounting, preparation and interpretation of financial statements, financial analysis and cost accounting, budgeting, cost containment and retrenchment and financial planning. Field experiences required.

EDLS   8530:   RESEARCH SEMINAR
Prerequisite: EDLS 7033: Focuses on challenging topics of leadership in educational settings. The main focus is on creating and maintaining effective schools. Educational leaders are invited to address current real-world problems that doctoral students would analyze in order to develop workable alternative solutions. The process works toward doctoral students developing viable research projects that could serve as relevant dissertation topics. Field experiences required.

EDLS   8939:   DISSERTATION
Prerequisites: Admission to candidacy for doctoral degree and consent of Doctoral Program Committee. Twelve (12) hours of dissertation count toward the program. Focuses on the activities necessary for the completion of the dissertation.

EDLS   8969:   DISSERTATION
Prerequisites: Admission to candidacy for doctoral degree and consent of Doctoral Program Committee. Twelve (12) hours of dissertation count toward the program. Focuses on the activities necessary for the completion of the dissertation.

EDLS   8999:   DISSERTATION
Prerequisites: Admission to candidacy for doctoral degree and consent of Doctoral Program Committee. Twelve (12) hours of dissertation count toward the program. Focuses on the activities necessary for the completion of the dissertation.

INSTRUCTIONAL TECHNOLOGY

*For definition of "Basic computer literacy" go to http://inst.cl.uh.edu and look under Admissions tab/Computer Literacy Skills.
**Pending Coordinating Board approval

INST   5011:   ASSISTIVE-ADAPTIVE COMPUTER APPLICATIONS
Teaches the discipline and laws related to special education. Classroom models and resources will be created to support the design of instruction for students with disabilities.

INST   5035:   CREATING DIGITAL RESOURCES
Prerequisite: Basic computer literacy*. In this introductory course, participants will learn about innovative trends in the field of instructional and communication technologies. Participants will create instructional products.

INST   5130:   LEARNING THEORY AND INSTRUCTION
Students will be able to identify and describe the salient characteristics that differentiate learning environments designed with each of several prominent contemporary theories of learning and cognitive science. Students will apply each theory to one or several learning environments.

INST   5131:   TRENDS & ISSUES
Prerequisites: Basic computer literacy*. Participants will learn about trends and issues affecting instructional design and technology in education, business and industry. Participants will create an eFolio template for voice, video, text and graphics.

INST   5135:   MULTIMEDIA DESIGN APPLICATIONS
This course introduces the instructional analysis, design, development, implementation and evaluation and theoretical underpinnings of multimedia components as an instructional tool. The participants will design multimedia projects appropriate for online learning environments.

INST   5233:   PERFORMANCE TECHNOLOGY
This course enables learners to apply human performance improvement tools and techniques to identify performance problems and select potential solutions. Topics covered include: performance technology, non-instructional performance interventions, needs assessment and change management.

INST   5333:   SYSTEMATIC DESIGN OF TECHNOLOGY-BASED INSTRUCTION
Application of systematic procedures for designing training and instruction based on a combination of practical experience and instructional systems design theory and research. A secondary emphasis will be on methods for instructional delivery including instructor-lead, print, computer and electronic network-based systems.

INST   5433:   INSTRUCTIONAL DESIGN, PROJECT MANAGEMENT AND GRANT WRITING

This course enables learners to plan and manage instructional design and development projects and write successful educational grant proposals. Students will also learn project management techniques, project management software, applications and resources for identifying educational grant opportunities.

INST   5535:   INTERNET FOR INSTRUCTION
Prerequisite: Basic computer literacy*. Students will plan and design online instructional materials and/or modules that effectively incorporate the Internet and address the social, ethical, legal and human factors affecting the Internet as a communication, professional development and lifelong learning tool.

INST   5635:   INSTRUCTIONAL WEB DESIGN AND DEVELOPMENT
Students will learn to design and develop an instructional website by applying principles of educational psychology, communications theory and fundamental principles of message design to create tables, frames and interactive multimedia elements, and forms in web pages.

INST   5735:   ADVANCED WEB DEVELOPMENT
Prerequisite: INST 5635. This course is for experienced HTML programmers seeking to expand Web skills. Topics include programming in ASP, DHTML, connecting forms to databases, server setup, maintenance and management and other current tools and applications. The course requires hands-on activities, group work and the design, development and implementation of Web-based instructional modules.

INST   5835:   DIGITAL VIDEO PRODUCTION FOR EDUCATORS AND TRAINERS
This course covers basic "Digital Video" pre-production, production and post-production. Student will develop and use a final edited video in either a multimedia presentation, on a web site or in an instructional video tape. The course also provides opportunities to explore newer video formats such as DVD and streaming video.

INST   5919; 5939:   INDEPENDENT STUDY IN INSTRUCTIONAL TECHNOLOGY
Prerequisites: Approval of instructor and Associate Dean.

INST   5931:   RESEARCH TOPICS IN INSTRUCTIONAL TECHNOLOGY
Identified by title each time course is offered.

INST   6031:   APPLICATIONS OF TECHNOLOGY
Prerequisite: Basic computer literacy*. Students will learn how to use and integrate computers and various software applications (e.g., word processors, databases, spreadsheets, graphics) with instruction to facilitate learning and performance. They will also be introduced to educational software, multimedia development and assorted telecommunication technologies such as e-mail and the Internet.

INST   6037:   ADVANCED TECHNOLOGY APPLICATIONS
Prerequisite: Basic computer literacy*. Creates a variety of multimedia related concepts including desktop publishing, video production, Web design, multimedia development and graphic design and animation.

INST   6137:   TECHNOLOGY AND eLEARNING
Prerequisite: INST 6437. Links current understanding of human cognition with advances in computer technologies. Addresses how technology-rich learning environments must benefit from a firm grounding in educational psychology and cognitive science.

INST   6237:   ADVANCED INSTRUCTIONAL DESIGN
Prerequisite: INST 5333. Covers a variety of analysis techniques, design theories and design models.

INST   6337:   MOTIVATIONAL DESIGN OF INSTRUCTION
Focuses on systematic strategies that will enable teachers, trainers and instructional designers to develop instruction that motivates students to learn. Students will examine theories of human motivation and learn how to apply the ARCS model of motivational design.

INST   6437:   INTERACTIVE DISTANCE LEARNING
Focuses on the systematic design and delivery of interactive distance learning programs based on the use of the Internet and related telecommunication technologies. Students design, develop and formatively evaluate their own distance instruction, analyze research and examine current trends and issues.

INST   6537:   MANAGEMENT OF COMPUTER RESOURCES
This course covers: configuring, maintaining and trouble-shooting hardware, software, computer networks and peripheral devices; the availability of emerging technologies, telecommunications; multimedia; and curriculum integration. Methods for maximizing the use of the technology in classrooms, in school libraries and in computer labs will also be discussed.

INST   6637:   ANALYZING EMERGING USES OF TECHNOLOGY
Advanced discussion on the instructional applications of emerging technologies. The purpose is to link research on emerging uses of technology to establish a direction of research selected by students. Students will analyze research and prepare annotated bibliographies and a review of literature.

INST   6737:   TRAINING PRACTICUM
Practical, hands-on experience in conducting needs assessment, designing and delivering technology training, supporting post-training performance and evaluating real-life training situations for continuing adult education and development.

INST   6739:   INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY
Prerequisites: Approval of Associate Dean, completion of all Professional Education Core courses, Instructional Technology Core courses and at least one INST elective from the plan. Supervised practice in educational computing under the guidance of a selected professor.

LITERACY, LANGUAGE AND LIBRARY SCIENCE

**Pending Coordinating Board approval
LLLS   5131:   INTEGRATING THE LANGUAGE ARTS
Approaches to developing oral and written expression, listening skills and the integration of all the language arts for EC-8.

LLLS   5133:   FOUNDATIONS OF READING

Historical, philosophical, physiological and psychological foundations of reading.

LLLS   5134:   DEVELOPMENTAL READING PROGRAMS FOR EC-8
Structuring developmental reading programs, emphasizing alternative approaches.

LLLS   5135:   DEVELOPMENTAL READING PROGRAMS FOR SECONDARY SCHOOLS
Analysis of model reading programs in grades 4-12, emphasizing alternative approaches to teaching, materials and instructional strategies.

LLLS   5137:   MODERN TRENDS IN LITERATURE FOR CHILDREN AND YOUNG ADULTS
Examines current trends and issues in the literature published for children and young adults.

LLLS   5531:   CRITICAL READING AND THINKING
Applying higher order thinking skills to reading in literature and the content areas.

LLLS   5532:   SELECTING LITERATURE AND MATERIALS FOR YOUNG ADULTS
Selection, use and organization of literature for students in grades 8-12; reading materials, resources and bibliography sources.

LLLS   5533:   SELECTING LITERATURE AND MATERIALS FOR CHILDREN
Selection of literature and other resources, including motivational techniques for encouraging an interest in reading appropriate for EC-8 students.

LLLS   5534:   FOUNDATIONS IN SECONDARY LITERACY
Theories and practices of secondary reading and writing, reader response theory, physiological, and psychological foundations of secondary reading in grades 4-12.

LLLS   5634:   TEACHING METHODS FOR ENGLISH/READING LANGUAGE ARTS: GRADES 8-12
Prerequisite: Admission to Teacher Education Program. Implementation of English/reading language arts teaching methodologies for grades 8-12 based upon application of theory and practice. Field experiences required.

LLLS   5635:   THE TEACHING OF WRITING I
Prerequisite: Concurrent enrollment in LLLS 5636. Teaching writing skills and improving student writing in grades K-12 using a process approach; instructional strategies based upon theory and current research.

LLLS   5636:   THE TEACHING OF WRITING II
Prerequisite: Concurrent enrollment in LLLS 5635. Teaching writing skills and improving student writing in grades K-12 using a process approach; instructional strategies based upon theory and current research.

LLLS   5736:   PRACTICUM: ASSESSMENT AND INITIAL INSTRUCTIONAL TECHNIQUES FOR EARLY INTERVENTION OF LITERACY
Introduces Reading Recovery teacher-in-training techniques which focus upon assessment and observation methods of early literacy, theoretical framework for early intervention and introduction of instructional strategies. Field experiences required.

LLLS   5737:   PRACTICUM: ADVANCED INSTRUCTIONAL TECHNIQUES AND SUMMATIVE ASSESSMENT PROCEDURES FOR EARLY INTERVENTION OF LITERACY
Introduces Reading Recovery teacher-in-training techniques which focus upon advanced instructional techniques and summative assessment procedures for early intervention of literacy. In addition, a theoretical framework for early literacy will be applied during on-site training with first grade children. Field experiences required.

LLLS   5738:   FOUNDATIONS OF EARLY LITERACY
Theories and practices of early literacy development including phonics, phonemic awareness, early writing development and speaking and listening. This course includes training for leadership in early literacy practices

LLLS   5931:   RESEARCH TOPICS IN LITERACY, LANGUAGE AND LIBRARY SCIENCE
Identified by title each time course is offered.

LLLS   5939:   INDEPENDENT STUDY IN LITERACY, LANGUAGE AND LIBRARY SCIENCE
Prerequisites: Approval of instructor and Associate Dean.

LLLS   6131:   SELECTION AND USE OF SCHOOL LIBRARY MATERIALS
Fundamental criteria, tools and resources applicable to the selection of print and non-print materials in school libraries.

LLLS   6132:   CATALOGING AND CLASSIFICATION
Fundamentals of cataloging print and non-print materials in school libraries.

LLLS   6133:   REFERENCE AND BIBLIOGRAPHY
Study, evaluation and application of print and non-print reference sources used in school libraries.

LLLS   6231:   LIBRARY INFORMATION AND RETRIEVAL SYSTEMS
An introduction and evaluation of current library information and retrieval systems and their application to school libraries.

LLLS   6331:   SOCIOLINGUISTIC APPLICATIONS TO READING
Examination of sociolinguistic models and concepts, the study of language in educational settings and language differences applied to reading instruction.

LLLS   6334:   ADMINISTRATION OF SCHOOL LIBRARY SERVICES
Principles and illustrative practices in the organization, budgeting, policy making, facilities planning and staffing of school libraries.

LLLS   6336:   MEDIA AND TECHNOLOGY SELECTION AND APPLICATION
Selection, evaluation and application of audio visual and computer software and hardware, including the design and production of media in school libraries.

LLLS   6639:   LEADERSHIP IN CLINICAL PRACTICES IN ASSESSMENT OF LITERACY TASKS
Prerequisites: 12 hours Reading course work including LLLS 6732. Advanced techniques in assessment and strategies for intervention in problem reading situations; includes practice in reading supervision. Field experiences required.

LLLS   6732:   ASSESSMENT AND REMEDIATION OF READING AND LANGUAGE ARTS LITERACY
Prerequisites: Six hours Reading course work. Practice in assessment and remediation of literacy. Simulated and laboratory practice in administration, interpretation, evaluation of literacy assessment instruments and practice with a multiplicity of reading/language arts strategies for literacy development including dyslexia and related disorders.

LLLS   6739:   INTERNSHIP IN SCHOOL LIBRARY PRACTICE
Prerequisites: Completion of 18 hours in the School Library Core and approval of Associate Dean. Supervised field experiences in EC-12, incorporating information skills instruction, daily logs and seminars.

STUDIES IN LANGUAGE AND CULTURE

SILC   5031:   CURRICULUM ISSUES IN EDUCATING THE BILINGUAL STUDENT
Prerequisite: Fluency in Spanish. Study and design of the curriculum for bilingual education programs with emphasis on teaching academic content areas (mathematics, social sciences and sciences) and vocabulary development. Course taught in Spanish.

SILC   5032:   APPLIED LINGUISTICS FOR BILINGUAL EDUCATION/ESL
Analysis of language development, language acquisition and language use.

SILC   5033:   CROSS-CURRICULAR LITERACY FOR SECOND LANGUAGE LEARNERS
Research, theory and practice in the development of reading and writing skills for second language learners in all content areas.

SILC   5034:   COMMUNITY COLLABORATION
Prerequisite: SILC 6030. Establishing partnerships to meet the needs of diverse communities. Field experiences required.

SILC   5035:   INTERPERSONAL INTERACTIONS IN DIVERSE SETTINGS
Prerequisite: SILC 6030. Emphasis on developing an understanding of the implications of cross-cultural differences and similarities and the skills required for professionals working within a diverse setting.

SILC   5036:   MULTICULTURAL CURRICULUM DEVELOPMENT
Prerequisite: SILC 6030. The study of materials, strategies and issues related to the development of multicultural curricula. Addresses the needs of general education, special education, early childhood education and reading/library resource personnel.

SILC   5130:   THEORY AND RESEARCH IN BILINGUAL AND ESL EDUCATION
Survey of theoretical, historical, legal and sociocultural basis of bilingual education and ESL programs.

SILC   5134:   SECOND LANGUAGE TEACHING
Trends, issues and practices related to the teaching of English as a second language.

SILC   5531:   LITERACY FOR SPANISH-SPEAKING STUDENTS
Prerequisite: Fluency in Spanish. Study of traditional and contemporary views of literacy in Spanish. Focus on teaching Spanish language arts and reading to students whose first language is Spanish. Course taught in Spanish.

SILC   5931:   RESEARCH TOPICS IN THE STUDIES OF LANGUAGE AND CULTURE
Identified by title each time course offered.

SILC   5939:   INDEPENDENT STUDY IN LANGUAGE AND CULTURE
Prerequisites: Approval of instructor and Associate Dean.

SILC   6030:   FOUNDATIONS OF MULTICULTURAL EDUCATION
Social, cultural and legal issues regarding diversity in the United States.

SILC   6032:   MODELS OF LANGUAGE
A study of the components of language and the use of phonology, morphology, syntax and semantics to describe them. Focuses on describing languages and dialectical variations.

SILC   7030:   INTERCULTURAL COMMUNICATION
Focuses on the understanding of cultural issues that influence communication effectiveness with diverse populations.

SPECIAL EDUCATION

SPED   5030:   SURVEY OF INDIVIDUAL DIFFERENCES
Study of various theories of cognition and learning in relation to individuals with disabilities. Provides an in-depth study of various categories of disabilities to include characteristics, causation and the course of disability throughout the lifespan.

SPED   5131:   EDUCATIONAL ASSESSMENT OF EXCEPTIONALITIES
Prerequisite: SPED 5030 or equivalent. A review of procedures used for diagnosing disabilities and an in-depth study of procedures used in special education settings with an emphasis on informal techniques, authentic assessment and functional analysis of behavior.

SPED   5132:   CURRICULAR APPROACHES TO LEARNING DIFFICULTIES
Prerequisite: SPED 5030 or equivalent. Causal factors and remedial alternatives for children with low performance records in regular school environments.

SPED   5133:   PROGRAMMING FOR EDUCATIONAL DISABILITIES
Prerequisites: SPED 5131, 5132, 5233, 5331. Applied behavior analysis approach to prescriptive models for intervention in cases of educational difficulties. Field experiences required.

SPED   5233:   PROVIDING POSITIVE BEHAVIORAL SUPPORT
Prerequisite: SPED 5030 or equivalent. A study of the theoretical, legal, social and philosophical issues related to the principles and practices for supporting students with challenging behaviors in school settings to include development of intervention plans.

SPED 5331: COLLABORATION AND CONTINUITY IN PROGRAMMING FOR INDIVIDUALS WITH DISABILITIES
Prerequisite: SPED 5030 or equivalent. A study of issues and skills related to programming across the lifespan with a focus on collaborative processes involving professionals, students and their families.

SPED 5332: EXCEPTIONALITIES IN INFANTS AND YOUNG CHILDREN
Prerequisite: SPED 5030 or equivalent. A study of various educational models and methods for the assessment and service provision to infants and young children with special needs. Field experiences required.

SPED 5333: ADVANCED STUDIES OF EXCEPTIONALITIES IN INFANTS AND YOUNG CHILDREN
Prerequisite: ECED 5332 or SPED 5332. Advanced studies of the education of infants and young children with disabilities to include service coordination, assistive/adaptive technologies and health care issues. Field experiences required.

SPED 5737: PRACTICUM: INFANTS AND YOUNG CHILDREN WITH EXCEPTIONALITIES
Prerequisites: ECED/SPED 5332 and ECED/SPED 5333. Completion of all prior course work for the Early Childhood Handicapped Endorsement. Fieldwork with infants and/or young children with disabilities; not limited to school, agency or privately funded programs.

SPED 5931: RESEARCH TOPICS IN SPECIAL EDUCATION
Identified by title each time course is offered.

SPED 5939: INDEPENDENT STUDY OF EXCEPTIONALITIES
Prerequisites: Approval of instructor and Associate Dean.

TEACHER EDUCATION

*See INST footnote
TCED 5010: PROFESSIONAL PREPARATION SEMINAR
Prerequisite: An approved, signed degree or certification plan on file in the SoE; assists students with degrees to connect all facets of teacher certification in order to make a successful entry into their chosen educational field.

TCED 5014: MENTORING AND COGNITIVE COACHING
Enables participants to apply peer mentoring and cognitive coaching theories and will include observation and feedback techniques.

TCED 5030: MODELS OF TEACHING
Analysis of the knowledge base for instruction and development of proficiency in a variety of teaching models.

TCED 5031: CURRICULUM PLANNING
Prerequisite: TCED 5030. Design and evaluation of curriculum for early childhood through twelfth grade; study of curriculum theory, design principles, issues and trends.

TCED 5032: PREPARATION FOR K-12 EDUCATORS FOR NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS I
Prerequisite: 3 years of teaching experience. Initial preparation for educators grades K-12 for National Board for Professional Teaching Standards. Course includes preparation for description, analysis and reflection upon professional development and teaching to match the requirements for the national standards.

TCED 5033: PREPARATION FOR K-12 EDUCATORS FOR NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS II
Prerequisite: TCED 5032. Includes preparation for the professional teaching portfolio, the description, analysis and reflection of the components of the portfolio and preparation for the written examination.

TCED 5036: ISSUES OF PEDAGOGY
Prerequisites: EDUC 6033 and TCED 5030. An in-depth examination of current curricular and instructional issues in research, specifically tied to students' teaching practice. One focus area will be assessment – data analysis, impact and implications.

TCED 5231: TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL
Prerequisite: Admission to Teacher Education Program. Utilization of new programs, processes and equipment designed to individualize instruction in social studies. Field experiences required.

TCED 5232: TEACHING SCIENCE IN THE EC-6 CLASSROOM
Prerequisite: Admission to Teacher Education Program. Development of science concepts in EC-6 instruction. Emphasis on curriculum materials and the process approach as a science teaching method. An examination of National Science Foundation curriculum projects as related to EC-6. Field experiences required.

TCED 5233: TEACHING MATHEMATICS IN THE EC-6 CLASSROOM
Prerequisites: MATH 3032 and Admission to Teacher Education Program. Development of mathematical concepts and teaching strategies for EC-6. Emphasis on problem solving with manipulative and curriculum materials appropriate for use with EC-6 students. Field experiences required.

TCED 5234: SOCIAL STUDIES METHODS FOR THE SECONDARY GRADES
Prerequisite: Admission to Teacher Education Program. Curriculum designs, instructional models and authentic assessment techniques for developing social studies knowledge, citizenship and critical thinking skills; emphasis on best practice and research based strategies for teaching secondary students. Field experiences required.

TCED 5235: SCIENCE METHODS FOR THE SECONDARY GRADES
Prerequisite: Admission to Teacher Education Program. Strategies for teaching secondary science including field studies, research and incorporation of local environmental issues; emphasis on recent research as it relates to science education; addressing issues and trends in secondary science education and enhancing science achievement in the classroom. Field experiences required.

TCED 5236: MATHEMATICS METHODS FOR THE SECONDARY GRADES

Prerequisite: Admission to Teacher Education Program. Curriculum designs, instructional models and authentic assessment techniques for developing mathematical knowledge and problem-solving skills; emphasis on best practice and research based strategies for teaching mathematics to secondary students. Field experiences required.

TCED   5332:   TEACHING SCIENCE IN THE 4-8 CLASSROOM
Prerequisite: Admission to Teacher Education Program. Development of science concepts and teaching strategies for grades 4-8. An emphasis on the inquiry approach to teaching science consistent with concepts of cognitive development. Integrated Physics and Chemistry as well as the use of technology in the science classroom will be addressed. An examination of National Science Foundation curriculum projects as related to grades 4-8. Field experiences required.

TCED   5333:   TEACHING MATHEMATICS IN THE 4-8 CLASSROOM
Prerequisites: MATH 3037 and Admission to Teacher Education Program. Development of mathematical concepts and teaching strategies for grades 4-8. Emphasis on problem solving with manipulative and curriculum materials appropriate for use with 4-8 students. Algebraic and graphing technology will be addressed. Field experiences required.

TCED   5431:   NATURE OF THE MIDDLE LEVEL LEARNER
A developmental approach to the study of early adolescents with emphasis on their physical, emotional, intellectual and moral development, learning styles, culturally related differences and discipline management techniques.

TCED   5530:   ADOLESCENT DEVELOPMENT AND CURRICULUM
A developmental approach to the study of adolescents, related to discipline, classroom management and scope and sequence of curriculum.

TCED   5630:   EDUCATING THE GIFTED AND TALENTED LEARNER
A historical survey of the field, definitions, basic terminology, theories, models and characteristics of the gifted and talented; brief summary of identification and assessment procedures; models for interaction with gifted students and a review of effective programs.

TCED   5631:   GAMES, LOGIC AND GIFTEDNESS
Game-like techniques for teaching gifted students formal and informal logic and critical thinking in mathematics, science and language; includes laboratory experiences teaching new thinking skills.

TCED   5632:   GROWTH AND DEVELOPMENT OF THE GIFTED LEARNER
Examines the differentiated affective characteristics and needs of the gifted including a review of general counseling theories, effective communication skills, assessment of affective needs, strategies for assisting the gifted in developing interpersonal skills and issues surrounding the potential of the gifted to make the significant contributions to society.

TCED   5634:   CURRICULUM DEVELOPMENT FOR GIFTED AND TALENTED LEARNERS
Provides the foundation for the development of differentiated curricula for gifted students. Significant curriculum models are presented. Other topics include effective teaching strategies, adapting curriculum for individual differences, the organization of curriculum for the gifted and the teaching of higher-level cognitive skills.

TCED   5636:   CREATIVE THEORIES, MODELS AND APPLICATIONS FOR THE GIFTED LEARNER
Survey of the concept of creativity including topics such as instruments and techniques for identifying creativity, theories and models of creativity, techniques for creative enrichment and challenges unique to creative persons.

TCED   5637:   PRACTICUM IN GIFTED AND TALENTED EDUCATION
Fieldwork with gifted and talented students.

TCED   5911:   RESEARCH TOPICS IN TEACHER EDUCATION
Identified by specific title each time course is offered.

TCED   5921:   RESEARCH TOPICS IN TEACHER EDUCATION
Identified by specific title each time course is offered.

TCED   5931:   RESEARCH TOPICS IN TEACHER EDUCATION
Identified by specific title each time course is offered.

TCED   5939:   INDEPENDENT STUDY IN TEACHER EDUCATION
Prerequisites: Approval of instructor and Associate Dean.

TCED   6031:   APPLICATION OF TECHNOLOGY IN THE CLASSROOM
Prerequisite: Basic computer literacy*. Students will learn how to use and integrate computers and various software applications (e.g., word processors, databases, spreadsheets, graphics) with instruction to facilitate learning and performance. They will also be instructed in the use of educational software, multimedia development and telecommunication technologies such as e-mail and the Internet that can be used to enhance student learning.

TCED   6734:   ADVANCED SEMINAR IN SCIENCE EDUCATION
Advanced topics on research in science education; emphasis on instructional techniques and concept formation.

TCED   6735:   SEMINAR IN ENVIRONMENTAL EDUCATION
Curricular implications of energy and environmental issues; emphasis on instructional techniques in science, social studies and other subject matter areas.

TCED   6739:   INTERNSHIP IN CURRICULUM AND INSTRUCTION
Prerequisite: Approval of the Associate Dean. Supervised internship in curriculum and instruction.