
Education

College of Education

“Expanding Possibilities, Creating Solutions”

MISSION

The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences, to serve the educational needs in the global community.

GRADUATE PROGRAMS

The College of Education (COE) offers the Doctor of Education, Doctor of Philosophy and Master of Science degrees in the majors listed below. The COE graduate program also offers the certification areas and Supplemental Certificates listed below.

Doctor of Education

Curriculum and Instruction

Educational Leadership (offered jointly by Texas A&M University-Corpus Christi and Texas A&M University-Kingsville)

Doctor of Philosophy

Counselor Education

Master of Science

Counseling

Curriculum and Instruction

Early Childhood Education

Educational Administration

Educational Technology

Elementary Education

Kinesiology

*Occupational Training & Development

Reading

Secondary Education

Special Education

Certification Areas

Educational Diagnostician

Elementary Education

Health Science Technology Education

Principal

Reading Specialist

School Counselor

Secondary Education

Special Education (EC-12)

Superintendent

Trade & Industrial Education

Supplemental Certificates

Bilingual Education (EC-Grade 4)

English as a Second Language

Gifted and Talented

*(No new students will be admitted into the Master of Science in Occupational Training and Development program starting with the Fall 2006 semester.)

Graduate programs offered by the COE are designed to provide opportunities for students to engage in scholarly pursuits at advanced levels. Emphasis is placed on the acquisition and application of existing knowledge and the generation of new knowledge.

While the course sequence in some of the degrees is designed to provide graduates with competencies required for certification, degree plans may be tailored to meet the special needs of students who desire the degree, but not the certification.

COLLEGE OF EDUCATION GRADUATE POLICIES AND REGULATIONS

In addition to the University’s graduate policies and requirements in the general section of the catalog, the College of Education has the following policies and regulations.

Graduate Admission to the College of Education

Applicants are eligible to pursue master- or doctoral-level course work in the COE if they meet the following conditions.

1. All applicants must meet the general graduate admission requirements of the University.
2. Applicants must have a minimum undergraduate GPA of 3.00 and a graduate GPA of 3.00 on the last 60 semester credit hours of undergraduate work and any previous work in graduate school.
3. Applicants must complete the goals statement as required on the application form. The statement should be between 300 to 400 words, and should include information about their reasons for pursuing graduate study and for choosing a specific graduate program in the College of Education. Other background information relevant to the application may be included. Applications will be evaluated by the appropriate faculty and/or advisor within the College of Education.
4. Students who have submitted all required application documents, but who do not meet the minimum GPA of 3.00, may enroll in the degree program of their choice in a conditional status in courses approved by the chair of the department in which the applicant seeks admission. (See “Conditional Status” in the “Admission” section of the catalog.) Such students must achieve not less than a 3.00 GPA in the specified courses. After completing at least 6 semester credit hours with a GPA of not less than 3.00 at this university, applicants may continue the application process into a graduate program in the College of Education. Graduate students on conditional status can normally take no more than 6 graduate hours per semester until the conditional status is removed. However, students admitted conditionally in the department of Counseling and Educational Psychology may take 9 semester credit hours per semester with the approval of the Department. If students fail to meet the conditions stipulated by the department to which they were conditionally admitted, they will be suspended from the College of Education for at least one year. During this suspension, they can not take any graduate courses in the College of Education. After a year’s suspension, students may reapply for the program of their choice. No more than 9 semester hours of courses taken at this university or any other university while in this conditional status may be applied to this specific graduate degree at Texas A&M University-Corpus Christi.

Applicants for the doctoral programs in counselor education, curriculum and instruction, or educational leadership must meet all additional requirements for those programs as specified by the program. For doctoral application deadlines, see the catalog section for the appropriate doctoral program.

Certification Plans and Master of Science Degree Plans

After the student is admitted, graduate-level certification plans and/or Master of Science degree plans must be filed in the COE Certification Office through the faculty advisor. Those students seeking professional or teacher certification within their program should review eligibility requirements and State rules concerning the certificate with the Certification Officer prior to entry. A student becomes an official certification-seeking or degree-seeking student when the plans are approved by the faculty advisor and the Academic Advisor. Certification and degree plans that involve State Board for Educator Certification rules also require approval of the Certification Officer. Students desiring to change from their initial choice of certification plan or degree plan must apply to, and be accepted by, the Program Area in which the new plan is offered. Any course waivers within the student’s plan must be filed in the COE Certification Office through the faculty advisor.

Texas Examinations of Educator Standards (TEXES)

In addition to successful completion of all courses, to be recommended for teacher certification, students must pass all appropriate TEXES examinations required by the State Board for Educator Certification.

Certification programs must be completed or permission must be obtained from the program coordinator or designated person from each teaching field on the student's certification plan before authorization will be granted to take certification examinations.

Department of Education Title II Reporting

The U.S. Department of Education requires an annual institutional report card on the quality of teacher preparation in compliance with Title II of the Higher Education Act. The summary pass rate of program completers for Texas A&M University-Corpus Christi in academic year 2006-2007 was 96%. Texas A&M University-Corpus Christi for the year 2006-2007 had 1137 students enrolled in teacher preparation programs with an average of 40 hours per week of supervised teaching required of students enrolled in these programs. The faculty-student ratio in teacher preparation programs was 1.97 students to one faculty member. This ratio is based on the number of regular and alternative students in programs of supervised student teaching divided by the number of supervising faculty. The University's teacher education programs are fully approved by the State Board for Educator Certification.

Certification Testing Accountability

The State Board for Educator Certification (SBEC) requires competency exams for specified certification areas. SBEC reports indicate that for completion year 2007, the initial pass rate from 09/01/06 – 12/31/07 was 95%. Texas A&M University-Corpus Christi is rated **accredited**.

REQUIREMENTS FOR PROGRAMS LEADING TO POST-BACCALAUREATE TEACHER CERTIFICATION

Graduate Level Initial Teaching Certification Program

The Initial Teaching Certification Program is a three-semester program (minimum) that is integrated as the initial portion of the Master of Science degree in Elementary Education or the Master of Science degree in Secondary Education. Students with an undergraduate degree seeking an initial teaching certification must meet University admissions requirements as outlined in the Graduate Admissions section of this catalog. Furthermore, students must be accepted by the COE Program Areas providing the M.S. in Elementary Education or M.S. in Secondary Education. Undergraduate-level courses and graduate-level courses may be required on the initial teacher certification plan; however, only those courses with graduate-level designations may apply toward the master's degree.

Texas Higher Education Assessment (THEA) Requirement [formerly TASP]

All sections of the Texas Higher Education Assessment (THEA) test must be passed prior to enrolling in EDCI 5305. The passing scores are: 260 on the Reading section, 230 on the Mathematics section, and 220 on the Writing section. Exemptions may be granted for those with a score of 26 or higher on the ACT, a score of 1180 or higher on the SAT, or a score of 1100 or higher on the GRE. Students who hold a master's degree are exempt from taking the THEA. For clarification, please contact the Certification Office in the COE.

In addition to the requirements listed, students must meet the requirements set by the specific certification content fields. See the appropriate sections of the undergraduate catalog for the individual teaching fields (e.g., Mathematics, English, History) for these requirements.

Admission to and Retention in the Teacher Education Program

Requirements for admission to and retention in the Graduate Level Initial Teacher Certification Program include:

1. Completion of the application process for admission to teacher education. (If denied admission, the student must reapply in order to be reconsidered for admission.)
2. A minimum grade point average of 2.50 on all academic work attempted, or 2.50 on the last 30 hours attempted. (However, to remain in the program, a minimum GPA of 3.00 is required in all graduate work. See "Scholastic Probation and Enforced Withdrawal" in this catalog.)

3. A satisfactory score on all sections of the THEA (see THEA section above).
4. Completion of the University requirement in oral communication.
5. Completion of EDCI 5305 or EDCI 5306 with a grade of “B” or better.
6. Certification Plan approved by the University Certification Officer.
7. Teaching certificate areas and endorsement/Supplemental Certificate areas (i.e., History, English, Science and others) may require above the minimum grade point average of 2.50. Students are to check the catalog section that pertains to the certificate area or the endorsement/Supplemental Certificate for required GPA’s.
8. Completion of a criminal background check form.
9. Completion of TB screening.

NOTE: Every individual, upon application for initial teacher certification, will be investigated for a record of activity by the State Board of Educator Certification in compliance with State Statute 19 TAC SS 141.5. Applicants for the Teacher Education Program may also be subject to a criminal background check by the partner school district. Districts have the right to refuse individual access to their schools and/or students at ANY time and Texas A&M University-Corpus Christi is obligated to honor that request. Inability to complete field requirements will preclude an individual from successfully meeting course requirements.

Individuals enrolled in the Graduate Level Initial Teacher Certification Program will be required to do field experiences during the day as part of their course work. A meaningful set of experiences requires students to follow the sequence below:

Semester 1- EDCI 5305 and EDCI 5306

Semester 2- EDCI 5307 plus EDCI 5308* for Grades 8-12 and EC-Grade 12 or EDCI 5315*, EDCI 5316* or EDCI 5317* for EC-Grade 4 and Grades 4-8. (All certificate levels require completion of EDCI 5305 and Admission to Teacher Education.)

* These courses require completion of EDCI 5306.

Semester 3- Student Teaching: EDUC 4692 Student Teaching EC-4, EDUC 4693 Grades 4-8 and Grades 8-12 or Teaching Internship
Requires completion of:

READ 5323 (Grades 8-12 only)

READ 5321 **or** READ 5322 (EC-Grade 4 and Grades 4-8 only)

SMTE 1350 **or** SMTE1351 (EC-Grade 4 and Grades 4-8 only)

Individuals enrolled in the graduate level initial Teacher Certification Program who already hold a teaching position as the teacher of record in a school should follow the following sequence.

Semester 1- EDCI 5306 and EDCI 5393

Semester 2- EDCI 5307 and EDCI 5394

Semester 3- EDCI 5305 AND

Secondary: EDCI 5308

Elementary: EDCI 5315, EDCI 5316, or EDCI 5317

Admission to Student Teaching or Teaching Internship

All initial teacher preparation programs offered by this University require appropriate professional laboratory experiences. Students may register for student teaching or, if employed by a Texas school district on an emergency teaching certificate, the student may register for a teaching internship. Registration for either student teaching or the teaching internship requires admission in writing from the Field Experiences Office. Student teaching or teaching internship must be completed at Texas A&M University-Corpus Christi, unless the Director of Field Experiences has approved a cooperative agreement with another university and written documentation is on file in the Office of Field Experiences.

Written application for admission to student teaching or teaching internship must be made at the Office of Field Experiences the semester before the assignment begins. The deadline for submitting applications is March 1 for students seeking FALL placement; June 1 for students seeking SPRING placement.

Other requirements include:

1. Admission to the Teacher Education Program.
2. A minimum GPA of 2.50 on all academic work attempted or 2.50 on the last 30 hours attempted.
3. A minimum of 3.00 on all COE work attempted.
4. Teaching certificate areas and endorsement/Supplemental Certificate areas (i.e., History, English, Science and others) may require above the minimum GPA of 2.50. Students are to check the catalog section that pertains to the certificate area or the endorsement/Supplemental Certificate for required GPA's.
5. Completion of 9 semester hours of English and 3 semester hours of public speaking.
6. Completion of all professional education courses and required reading courses with a grade of "B" or better.
7. Completion of 80% of the courses required in the student's certificate area, areas of specialization, or delivery system.
8. Transfer students are to complete a minimum of 6 semester hours of required professional development education courses at the student's level of certification at Texas A&M University-Corpus Christi.
9. Completion of a "Fall Experience" (beginning of the year activities in a public school) and submission of a written summary of the experience is required for all students seeking student teacher placement.

Recommendation for Initial Teacher Certification

Initial teacher certification by the State Board of Educator Certification is not automatically granted with the completion of an approved program of study. The student must first be recommended for certification by the COE. In order to be recommended, a student must:

1. Have successfully completed the appropriate approved certification program with an overall GPA of 2.50.
2. Have completed the appropriate student teaching or teaching internship experience with a grade of "C" or better.
3. Have passed all appropriate TExES tests. In addition, students seeking certification in Bilingual Education or Spanish must have passed the TOPT.
4. Submit an application online through the State Board for Educator Certification website for certification to the Certification Office in the COE. Application fees are required.

Supplemental Certificates

For those individuals who are already holding an initial teaching certificate, the College of Education offers supplemental teaching certificate preparation in the three certificate areas noted below. Upon completion of the prescribed courses, teaching experience and passing the required TExES content area exam, the student may apply to the State Board for Educator Certification for this certificate.

Bilingual Education (EC-Grade 4)

- BIEM 5343 Foundations in Bilingual Education
- BIEM 5344 Methods of Teaching Bilingual Children
- BIEM 5345 Developmental Linguistics
- BIEM 5397 Practicum-Multicultural Education

and one year of successful classroom teaching experience on a permit in an approved Bilingual program.

English as a Second Language

- BIEM 5345 Developmental Linguistics
- BIEM 5346 Pedagogical Implications of Bilingual/ESL
- BIEM 5347 Methods of Teaching ESL
- BIEM 5349 Contrastive Analysis

and one year of successful classroom teaching experience on a permit in an approved ESL program.

Gifted and Talented

- EDCI 5339 Programs for Gifted and Talented
- EDCI 5341 Learning Theory Related to the Gifted Child
- EDCI 5342 Curriculum Development for the Gifted and Talented
- EDCI 5698 Practicum for Gifted Children

or two years successful classroom experience in a program for gifted and talented in a Texas Education Agency accredited or approved school, agency, or institution.

Certification by Examination Only

The State of Texas makes available to certified teachers the option of adding new content/teaching field areas to their existing teaching credential through a method called certification by exam only (with the exception of Health Science Technology Education and Trade & Industrial Education). Although many currently certified teachers prefer to have formal preparation prior to attempting a new state-licensing exam (TExES) in a content area, the State will allow the individual to challenge the content area TExES exam without any preparation at all. If a certified teacher wishes to pursue this initiative, the individual can register online with the testing agency at www.texas.ets.org and indicate "By Exam Only".

GRADUATE PROGRAMS AND COURSES

A list of all graduate degrees offered by the COE may be found at the beginning of the "Education" chapter of this catalog. Provided below are details about the specific master's and doctoral programs, including information on admission requirements, degree requirements, related certificates, and other matters. Also provided below are descriptions of the courses offered by the degree programs and supporting disciplines. The following section is organized alphabetically by discipline.

Bilingual/ESL/Multicultural

Bilingual/ESL/Multicultural courses are designed for students pursuing supplemental certificates in Bilingual Education (EC-Grade 4) and English as a Second Language. Also, these courses are offered in support of graduate degree programs in fields such as Early Childhood Education and Curriculum and Instruction. For details concerning these programs, please see the appropriate section of the catalog.

GRADUATE COURSES

BIEM 5343. 3 sem. hrs.

FOUNDATIONS IN BILINGUAL EDUCATION

A study of bilingualism and bilingual education in the United States with attention to rationale, philosophy, and program models.

BIEM 5344. 3 sem. hrs.

METHODS OF TEACHING BILINGUAL CHILDREN

Methods and techniques of teaching bilingual students in elementary schools. Emphasis is on teaching Spanish language arts.

BIEM 5345. 3 sem. hrs.

DEVELOPMENTAL LINGUISTICS

Language acquisition and development with special reference to their implications for teaching monolingual and bilingual students.

BIEM 5346. 3 sem. hrs.

PEDAGOGICAL IMPLICATIONS OF BILINGUAL/ESL

Overview of curriculum alignment in the bilingual classroom. Includes analysis of language assessment

instruments and the pedagogical implications associated with the education of culturally and linguistically diverse students.

BIEM 5347. 3 sem. hrs.

METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

Advanced studies in methodology and techniques available for teaching learners whose native language is not English. Some attention to sociolinguistics is considered.

BIEM 5349. 3 sem. hrs.

CONTRASTIVE ANALYSIS

A descriptive/contrastive approach to the study of Spanish and English linguistic structures. Introduces basic concepts of language, linguistics, and bilingualism.

BIEM 5390. 1-3 sem. hrs.

PROFESSIONAL SEMINAR

Contemporary issues in Bilingual/ESL Multicultural Education: topics vary with professional identification of participants.

BIEM 5397.**3 sem. hrs.****PRACTICUM-MULTICULTURAL EDUCATION**

This course is designed to provide the student with in-depth knowledge and skills in the content areas as they apply to the education of language minority children in appropriate multicultural, multilingual, and multilevel settings.

BIEM 5696.**1-6 sem. hrs.****DIRECTED INDIVIDUAL STUDY**

Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.

Counseling and Educational Psychology

The Department of Counseling and Educational Psychology offers programs leading to the Master of Science degree in Counseling and the Doctor of Philosophy degree in Counselor Education. All programs in the Department of Counseling and Educational Psychology are accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Avenue, Alexandria, VA 22304.

MASTER OF SCIENCE IN COUNSELING

Program Description

The Master of Science program in Counseling offers three emphases:

- Mental Health Counseling Emphasis (60 semester hours)
- Marriage and Family Counseling Emphasis (60 semester hours)
- School Counseling Emphasis (60 semester hours)

Upon completion of the degree program, mental health counseling, school counseling, or marriage and family counseling, students will have met Texas Licensed Professional Counselor (LPC) educational requirements. In addition, students seeking school counseling certification should consult with the school counselor program coordinator and the certification office on campus regarding current state certification requirements. Students who complete the marriage and family counseling emphasis will also meet Texas Licensed Marriage and Family Therapist (LMFT) educational requirements. Students' personal and professional development is periodically reviewed by faculty. Students who fail to demonstrate basic knowledge, personal skills, communication skills, interpersonal skills, and/or counseling skills will be asked to seek remediation or may be dismissed from the program.

Graduates of the masters programs in Counseling will:

- Develop a theoretical and psychological base of counseling.
- Demonstrate individual and group counseling skills.
- Demonstrate research, measurement, and evaluation expertise.
- Demonstrate personal growth and professional development.
- Demonstrate knowledge and understanding of cultural differences.

Admission Requirements

Students are eligible to pursue graduate-level course work in Counseling if they meet COE graduate admission requirements as specified in the COE's Graduate Policies and Regulations section of this catalog.

Degree Requirements

Mental Health Counseling Emphasis (60 Semester Hours)

- 1. Institutional Requirement (3 Semester Hours)**
EDFN 5301 Introduction to Research
- 2. Core Courses (36 Semester Hours)**
CNEP 5304 Introduction to Counseling
CNEP 5306 Career Counseling
CNEP 5308 Theories of Counseling
CNEP 5314 Theory and Practice of Multicultural Counseling
CNEP 5354 Developmental Issues in Human Personality and Behavior

- CNEP 5361 Group Counseling
- CNEP 5371 Psychometrics
- CNEP 5381 Counseling Strategies
- CNEP 5384 The Counseling Process
- CNEP 5397 Practicum
- CNEP 5698 Internship I (3 Semester Hours)
- CNEP 5698 Internship II (3 Semester Hours)

3. Required Special Emphasis Courses (12 Semester Hours)

- CNEP 5319 Introduction to Mental Health Counseling
- CNEP 5320 Introduction to Marriage & Family Counseling
- CNEP 5390 Professional Seminar
- CNEP 5322 Strategies in Family Counseling
or CNEP 5324 Counseling Couples

4. Elective Courses (9 Semester Hours)

Graduate-level courses to be selected with permission of faculty advisor.

Marriage and Family Counseling Emphasis (60 Semester Hours)

1. Institutional Requirement (3 Semester Hours)

EDFN 5301 Introduction to Research

2. Core Courses (36 Semester Hours)

- CNEP 5304 Introduction to Counseling
- CNEP 5306 Career Counseling
- CNEP 5308 Theories of Counseling
- CNEP 5314 Theory and Practice of Multicultural Counseling
- CNEP 5354 Developmental Issues in Human Personality and Behavior
- CNEP 5361 Group Counseling
- CNEP 5371 Psychometrics
- CNEP 5381 Counseling Strategies
- CNEP 5384 The Counseling Process
- CNEP 5397 Practicum
- CNEP 5698 Internship I (3 Semester Hours)
- CNEP 5698 Internship II (3 Semester Hours)

3. Required Special Emphasis Courses (15 Semester Hours)

- CNEP 5319 Introduction to Mental Health Counseling
- CNEP 5320 Introduction to Marriage and Family Counseling
- CNEP 5322 Strategies in Family Counseling
- CNEP 5324 Counseling Couples
- CNEP 5326 Family Counseling with Children and Adolescents

4. Elective Courses (6 Semester Hours)

Graduate-level courses to be selected with permission of faculty advisor.

School Counseling Emphasis (60 Semester Hours)

1. Institutional Requirement (3 Semester Hours)

EDFN 5301 Introduction to Research

2. Core Courses (36 Semester Hours)

- CNEP 5304 Introduction to Counseling
- CNEP 5306 Career Counseling
- CNEP 5308 Theories of Counseling
- CNEP 5314 Theory and Practice of Multicultural Counseling
- CNEP 5354 Developmental Issues in Human Personality and Behavior
- CNEP 5361 Group Counseling
- CNEP 5371 Psychometrics
- CNEP 5381 Counseling Strategies
- CNEP 5384 The Counseling Process

- CNEP 5397 Practicum
 CNEP 5698 Internship I (3 Semester Hours)
 CNEP 5698 Internship II (3 Semester Hours)
- 3. Required Special Emphasis Course (12 Semester Hours)**
 CNEP 5316 Developmental School Counseling
 CNEP 5317 Play Therapy: A Counseling Intervention
 CNEP 5318 Consultation in School Settings
 CNEP 5326 Family Counseling with Children and Adolescents
- 4. Elective Courses (9 Semester Hours)**
 Graduate-level courses to be selected with permission of faculty advisor.

School Counselor Certificate

Individuals holding a master's degree may satisfy the academic requirements for the School Counselor Certificate by completing the equivalent of the master's degree requirements in the School Counseling program that is required by CACREP.

Comprehensive Examination

In addition to successful completion of all courses required for graduation, all students are required to pass a comprehensive written examination taken during their final semester of enrollment.

TExES Endorsement

Educators who did not receive their master's degree in Counseling from this program and who wish to be endorsed to take the TExES examination must have their transcript evaluated by the Coordinator of the School Counseling Emphasis. Coursework will be compared to courses required in this program and the extent of their education and skills will be assessed. If the student's coursework is judged to be deficient in any area, including practicum and internship, the student will be required to take courses to address these deficiencies.

DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION

Program Description

The doctoral program in Counselor Education at Texas A&M University-Corpus Christi is at the forefront in meeting current needs in training counselor educators. The mission of the doctoral program is to add depth and breadth in the preparation of counselor educators and counselors for leadership positions, regionally and nationally. Graduates will work with children, adolescents, teachers, parents, and families at all levels of the educational system. The Ph.D. in Counselor Education allows graduates to seek and obtain leadership positions within university, community, and public school settings.

Graduates of the Ph.D. program in Counselor Education will be able to

- Analyze existing theories, models, and approaches in counselor education in order to examine paradigms in multicultural and systemic contexts and support professional positions with valid reasoning and data.
- Evaluate a relevant body of literature in order to identify a significant problem for investigation using qualitative or quantitative research methods.
- Interpret research results in order to discuss findings and advance knowledge in a selected domain within counselor education.
- Synthesize material from theory, research, and practice in order to develop and articulate personal solutions to selected problems in counselor education.

Admission Requirements

Students seeking admission to the doctoral program will need to complete the following:

1. An application data sheet.
2. A two-page professional goals statement.
3. Official transcripts of all undergraduate and graduate course work indicating the completion of requirements that are equal or equivalent to a master's degree ac-

credited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). (Students not having appropriate course work will be required to take additional courses prior to admission.)

4. The Graduate Record Examination (GRE). (Verbal and Quantitative scores.)
5. Three letters of recommendation. (Use forms provided by the Department.)
6. A resume documenting work experience.
7. An interview by the admissions committee.

It should be noted that the admissions process is competitive with a limit of 10 students selected in the spring for fall semester matriculation. All application materials should be submitted by April 1st.

Degree Requirements

The degree requirements enhance the leadership capabilities of professional counselors who serve or plan to serve in the role of counselor educators, directors of counseling and guidance programs, research specialists in counseling and the behavioral sciences, supervisors in counseling and mental health, and direct service providers to children, adolescents, parents, families, and adults in public schools and the community. The Doctor of Philosophy Degree in Counselor Education is awarded in recognition of the attainment of independent and comprehensive scholarship in the field. The doctoral program consists of a minimum of four academic years of graduate-level preparation (including entry-level preparation), defined as eight semesters with a minimum of 96 semester hours of graduate-level credits required of all students in the program. To qualify for the degree, the student must meet the following specific requirements.

1. **Residence:** Two consecutive sessions of full-time enrollment are required, to be completed during the first year of the program as members of a cohort group.
2. **Recency of Credit:** Courses completed for a prerequisite master's degree do not need to meet the seven-year recency of credit rule for the doctoral program. All other courses that are part of the doctoral degree plan must abide by the seven-year rule on recency of credit.
3. **Entry-Level Courses:** Entry level coursework, equal/equivalent to master's degree requirements accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), is required.
4. **Doctoral Counseling Core Courses:** A minimum of 30 semester hours of doctoral-level core courses, including 6 semester hours of internship and 3 semester hours of practicum, is required.
5. **Doctoral Elective Courses:** Coursework includes 15 semester hours of classes, which may include doctoral lab coursework.
6. **Research Tools:** An extensive sequence of research courses is required, including a minimum of 24 hours of research methodology and statistics. Courses in quantitative and qualitative analysis are required. Included within this research component is a minimum of 9 hours of supervised dissertation.
7. **Supervised Advanced Practicum and Internship:** All doctoral students are required to successfully complete a clinical component of the program, as noted in #3 above. This includes an advanced practicum (CNEP 6395 - 3 semester hours/300 clock hours) and a doctoral-level counseling internship (CNEP 6396, a 3-semester-hour course that students take twice for a total of 600 clock hours.) The 600-hour doctoral internship includes supervised experiences in clinical settings, teaching, and supervision. In addition, students are given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives.
8. **Comprehensive Examination:** Doctoral students are required to successfully complete a written comprehensive examination toward the completion of all coursework.

- 9. Dissertation and Final Examination:** Doctoral students are required to successfully complete a dissertation under the direction and supervision of their dissertation chair and committee members. There is a dissertation proposal defense at the time of one's proposal and a dissertation and final examination at the successful completion of one's dissertation.

For Additional Information

Web site: www.tamucc.edu/~docprog

Campus address: Early Childhood Development Center, Room 224

Phone: (361) 825-3393 or (361) 825-2442

Mailing address: Department of Counseling & Educational Psychology, Unit 5834
College of Education

Texas A&M University-Corpus Christi

6300 Ocean Drive, Corpus Christi, Texas 78412-5834

GRADUATE COURSES

Counseling and Educational Psychology/Counselor Education

CNEP 5304. 3 sem. hrs.

INTRODUCTION TO COUNSELING

An orientation to the profession of counseling and the development of skills necessary for building a counseling relationship.

CNEP 5306. 3 sem. hrs.

CAREER COUNSELING

Contemporary theories of career counseling and development, career counseling issues throughout the life span, career counseling with special needs groups, use of career/occupational testing and computer assisted guidance systems, occupational trends, and career guidance in schools and institutions.

CNEP 5308. 3 sem. hrs.

COUNSELING THEORIES

An introduction to counseling theories and the helping relationship. In addition, effective counselor and consultant behaviors are examined as a part of this course.

CNEP 5310. 3 sem. hrs.

CAREER AND VOCATIONAL ASSESSMENT

A course designed to provide educational diagnosticians and counselors with the knowledge and skills required to choose, administer and interpret aptitude, interest and other appropriate instruments used in making career and vocational decisions.

CNEP 5314. 3 sem. hrs.

THEORY AND PRACTICE OF MULTICULTURAL COUNSELING

A course designed to familiarize students with the cultural differences of special populations of people. Emphasis on ethical use of appropriate counseling techniques for use with the major racial/ethnic groups and other special populations of people such as those who are physically or emotionally disabled, older, of different genders or of different sexual orientation. Emphasis is placed on the counselors' roles in social justice, advocacy and conflict resolution.

CNEP 5316. 3 sem. hrs.

DEVELOPMENTAL SCHOOL COUNSELING

This course is designed to provide students with an understanding of the planning, design, implementation,

and evaluation of comprehensive, developmental school counseling programs. The course includes student collaboration with existing school counseling programs to facilitate student professionalism and competence in consultation, strategy selection and implementation, program delivery, and community referral.

CNEP 5317. 3 sem. hrs.

PLAY THERAPY: A COUNSELING INTERVENTION

This course is designed for the purpose of studying the theory, techniques, and issues related to counseling children using play therapy. The class will consist of lecture, group discussion, video presentations, experiential activities and case studies. Designed for both school and community counselors.

CNEP 5318. 3 sem. hrs.

CONSULTATION IN SCHOOL SETTINGS

This course is designed to train school counseling students to provide indirect services to children and adolescents through effective consultation with parents, teachers, administrators and external referral sources. The emphasis of the course is on the acquisition of skills that follow a logical consultation model. The course has a didactic and experiential learning component. Students will become sensitized to socio-cultural diversity issues as they impact consultation, and to the ethical and legal issues pertaining to working in the schools. Current research will be used to guide the consultation process.

CNEP 5319. 3 sem. hrs.

INTRODUCTION TO MENTAL HEALTH COUNSELING

Research, identification, and design of systemic models of prevention and intervention that foster the healthy development of individuals in school and community settings. Focus will be both on assessment and implementation of culturally respectful approaches that invite collaboration with the family, school, community, and other contextual resources of children, adolescents, and adults.

CNEP 5320. 3 sem. hrs.

INTRODUCTION TO MARRIAGE AND FAMILY COUNSELING

An introduction to marriage and family counseling through an overview of major theoretical models including history of the field, key concepts, family

counseling process, and family structures and function. Course topics include professional, legal, ethical, and diversity issues.

CNEP 5322. 3 sem. hrs.

STRATEGIES IN FAMILY COUNSELING

Course will focus on clinical applications of major theoretical models of family counseling by acquiring skills in family systems assessment, strategy selection, and demonstration of therapeutic interventions. Prerequisite: CNEP 5320.

CNEP 5324. 3 sem. hrs.

COUNSELING COUPLES

This course is designed to familiarize students with intimate relationships, marriage and the assessment and treatment of couple relationships. Topics include sexuality, societal trends, roles, gender, diversity, premarital counseling, and preventive approaches.

CNEP 5326. 3 sem. hrs.

FAMILY COUNSELING WITH CHILDREN AND ADOLESCENTS

Course content will facilitate understanding of parent-child interactional patterns across the life cycle and development of educational and therapeutic strategies to prevent and/or treat difficulties in the parent-child relationship. Topics include assessment issues, children and teens in larger contexts, developmentally appropriate interventions, and special problems and populations.

CNEP 5351. 3 sem. hrs.

LEARNING AND MOTIVATION

Learning theory and its relationship to student motivation. Applies psychology of learning to teaching.

CNEP 5354. 3 sem. hrs.

DEVELOPMENTAL ISSUES IN HUMAN PERSONALITY AND BEHAVIOR

This course addresses both historical and contemporary research in personality theory from a lifespan developmental perspective. Normative patterns of personality development and adjustment will be explored as well as major factors and conditions that relate to successful human adaptation under atypical conditions. Specific topics will focus on adult-child relations, personality defense mechanisms, and social/cultural foundations of personality.

CNEP 5361. 3 sem. hrs.

GROUP COUNSELING

This course is designed to provide the student with a critical evaluation of contemporary theoretical approaches to group counseling and basic issues in group work. Emphasis is upon developing skills under supervised conditions, and applying theories and techniques to actual group situations.

CNEP 5364. 3 sem. hrs.

ADVANCED GROUP COUNSELING

Advanced techniques and activities for students who have had at least one course in groups or who have group counseling experience. Prerequisite: CNEP 5361.

CNEP 5365. 3 sem. hrs.

STRESS MANAGEMENT

Skills for managing stress, the identification of stressors in the environment, and the development of health and wellness programs.

CNEP 5366. 3 sem. hrs.

INTRODUCTION TO CLINICAL HYPNOSIS

This course is designed to teach the following: history, and definition of hypnosis; myths; signs of trance; principles of suggestion; simple induction procedures; specific applications of hypnosis in private and school related issues.

CNEP 5371. 3 sem. hrs.

PSYCHOMETRICS

Covers functions of testing in education; educational and social issues related to testing and use of test results; theoretical aspects of psychometrics; selection of commercial standardized tests; and common commercial standardized tests.

CNEP 5374. 3 sem. hrs.

INDIVIDUAL INTELLIGENCE TESTING

Testing, scoring, and interpretation procedures for the Wechsler scales.

CNEP 5381. 3 sem. hrs.

COUNSELING STRATEGIES

Strategies and techniques for working with individuals in a variety of settings. Types of human distress and abnormal behavior as described in the Diagnostic and Statistical Manual of Mental Disorders, including the development of tools for the understanding and critical appraisal of human behavior across the lifespan. Prerequisites: A minimum of 12 semester hours of core counseling courses must be completed, including CNEP 5304 and CNEP 5308.

CNEP 5384. 3 sem. hrs.

THE COUNSELING PROCESS

Systematic procedures for establishing counseling objectives, conducting counseling interviews and utilizing results of counseling process. Prerequisites: A minimum of 12 semester hours of core counseling courses must be completed, including CNEP 5304 and CNEP 5308.

CNEP 5390. 1-3 sem. hrs.

PROFESSIONAL SEMINAR

Contemporary issues in Counseling/Educational Psychology; topics vary with professional identification of participants. May be repeated when topics vary. Grade assigned may, at the instructor's discretion, be "credit" (CR) or "no credit" (NC).

CNEP 5397. 3 sem. hrs.

PRACTICUM

A minimum of 100 clock hours of supervised counseling experiences, including 40 hours of direct service with clients. Clinical setting must be approved by the Clinical Coordinator and be appropriate to the student's emphasis. The semester prior to enrollment the student must complete the practicum application process. Prerequisites: CNEP 5304, CNEP 5308, CNEP 5381 and CNEP 5384.

CNEP 5399. 3 sem. hrs.

SPECIALIZED INTERNSHIP EXPERIENCE

A supervised field experience in counseling and counseling-related activities. An internship application must be completed and submitted to the instructor. Grade assigned will be "credit" (CR) or "no credit" (NC).

CNEP 5696. 1-6 sem. hrs.

DIRECTED INDIVIDUAL STUDY

Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.

**CNEP 5698. 3-6 sem. hrs.
INTERNSHIP**

A minimum of 600 clock hours of supervised counseling experiences, including 240 hours of direct service with clients. Clinical setting must be approved and appropriate to the student's program emphasis. The semester prior to enrollment, the student must complete the internship application process. Prerequisites: CNEP 5397 and CNEP 5381. Additional prerequisites include CNEP 5316 for School Counseling Emphasis; CNEP 5319 Community Counseling Course for Community Counseling Emphasis; CNEP 5320 and CNEP 5322 for Marriage and Family Counseling Emphasis. Grade assigned will be "credit" (CR) or "no credit" (NC).

**CNEP 6306. 3 sem. hrs.
ADVANCED SEMINAR IN CAREER AND LIFE PLANNING**

The purpose of this course is to cover theory, research, and practice in the field of career counseling. The course will provide an in-depth review of career development theories, vocational assessment, occupational information, decision-making counseling, women's career development, and vocational issues of people of color, as well as current theory, practice supervision and research in career counseling. Students are expected to enter the course conversant with the major theories of career development. This is an advanced seminar emphasizing theory and research.

CNEP 6308. 3 sem. hrs.

ADVANCED THEORIES IN COUNSELING
Historical, theoretical, legal, ethical, and philosophical foundations in counseling with an emphasis on counseling and cultural issues relevant to educational systems. Overview of major counseling theories including an in-depth study of one theory. Projects may include research, design, and evaluation of theoretical applications in school and community programs in addition to training and supervision. Admission to doctoral program required for enrollment.

CNEP 6310. 3 sem. hrs.

ADVANCED COUNSELING STRATEGIES
In-depth study of various counseling strategies appropriate to the development levels of elementary, middle, and secondary school students, adults, couples, and families. Includes the selection of short term and intermediate intervention strategies with at-risk and multicultural populations. Opportunities for the evaluation of students' counseling skills will be provided.

CNEP 6315. 3 sem. hrs.**PROFESSIONAL, LEGAL, AND ETHICAL ISSUES**

Examination of professional, legal, and ethical issues in the counseling profession. Includes focus on the counseling process, relevant cultural concerns, and counselor education, training, and supervision. Application of course material may include development of research projects and/or training programs for counselors and counselor educators.

CNEP 6319. 3 sem. hrs.**APPLICATIONS OF FAMILY COUNSELING IN SCHOOL AND COMMUNITY SETTINGS**

Research, identification, and design of systemic models of prevention and intervention that foster the healthy de-

velopment of children and teens in educational settings. Focus will be both on assessment and implementation of culturally respectful approaches that invite school community collaboration with the family, community, and other contextual resources of the child.

**CNEP 6335. 3 sem. hrs.
CONSULTATION THEORY AND METHODS**

This course is designed to train doctoral students to provide and evaluate indirect services to children, adolescents, and adults through effective consultation with parents, teachers, administrators, mental health professionals and external referral sources. Students will acquire skills that follow consultation models. In addition students will learn pedagogy relevant to current social and cultural issues, including social change theory and advocacy action planning.

CNEP 6350. 3 sem. hrs.**SUPERVISION**

Study of counselor training and supervision with an exploration of the major theoretical/conceptual models and an overview of current trends and practices. Course includes didactic and applied experiences. Issues and unique challenges in diverse educational settings will be addressed in addition to topics related to supervision of supervision and research. Prerequisites: CNEP 6305, CNEP 6310.

CNEP 6351. 3 sem. hrs.**SEMINAR: CURRENT COUNSELING TOPICS**

Study of the professional standards, current issues, and personal rewards associated with counseling. Includes research and discussion in special topics. Topics include the roles of racial, ethnic, and cultural heritage; nationality; socioeconomic status; family structure; age; gender; sexual orientation; religious and spiritual beliefs; occupation; physical and mental status; local, regional, national, international perspective; and equity issues in counselor education programs.

CNEP 6355. 3 sem. hrs.**LEADERSHIP AND ADMINISTRATION IN COUNSELOR EDUCATION**

Study and exploration of issues in administration of counselor education and counseling services. Focus on problem identification, analysis, supervision, and problem-solving approaches. Includes a comprehensive and practical review of research and research methods, and their utility to the practicing counseling administrator. Considerable emphasis is placed on the most recent developments in leadership theory, research and research methodology in the fields of administration and supervision.

CNEP 6360. 3 sem. hrs.**RESEARCH DESIGN AND STATISTICS**

This course is designed as a doctoral level survey of Research Design and Statistics. The major focus will involve an examination of the theoretical assumptions underlying various research designs and the use of inferential statistics. Special emphasis will be placed on the selection of appropriate design for specific applications in counseling and educational contexts. The course will involve both theoretical exploration and instruction on the use of computer-based statistical tools (SPSS).

CNEP 6365. 3 sem. hrs.

ADVANCED STRESS MANAGEMENT: DESIGN AND RESEARCH

Advanced skill development in designing programs and working with clients experiencing stress related disorders. Development and evaluation of programs to improve performance and health of personnel in the work place. An in-depth research analysis in stress management efficacy.

CNEP 6370. 3 sem. hrs.

ADVANCED QUANTITATIVE ANALYSIS

This course will focus on expanding each student's knowledge of research design and statistical analysis beyond CNEP 6360 and EDLD 6392. Specific topics will include general linear model approaches to analysis of variance and regression analysis. Students will utilize SPSS to complete regularly assigned problems in order to demonstrate their competence. In addition, a special emphasis will be placed on the development of advanced quantitative skills needed to evaluate programs and student processes within a counselor educator model.

CNEP 6371. 3 sem. hrs.

ADVANCED APPRAISAL TECHNIQUES AND PSYCHOMETRICS

This class will focus on facilitating student skills in development, planning, implementation and evaluation of assessment and testing programs. Topics will include critical evaluation of validity and reliability of standardized and non-standardized assessments. Special emphasis will be placed on the design parameters, supervisory strategies, and specific assessment measures that ensure psychometrically sound testing programs.

CNEP 6372. 3 sem. hrs.

SEMINAR IN APPLICATIONS OF ADVANCED STATISTICAL TECHNIQUES AND EVALUATION METHODOLOGY

This research methodology course is designed to provide doctoral students with application experience in quantitative, qualitative and mixed-method data analytic procedures. Students will address promises and pitfalls using advanced univariate, multivariate, and non-parametric techniques introduced in CNEP 6360 and CNEP 6370. Students will act as consultants and evaluators on projects developed by student research teams in the department. This course is designed to help students address data analytic applications relevant to professional consulting, clinical and counseling practice as well as contexts involving program evaluation in a wide range of professional settings. Prerequisites: CNEP 6320; CNEP 6360; CNEP 6370.

CNEP 6384. 3 sem. hrs.

QUALITATIVE RESEARCH DESIGN

This course is experientially based on the philosophy, design, and practice of qualitative research. It is understood that participants have a solid background in

methods (as defined by the positivist and post-positivist tradition) and statistics. Students will situate qualitative inquiry/research in their philosophical, theoretical, and historical situations, learn methods of qualitative design, and develop a capacity to collect, analyze, and interpret qualitative empirical materials.

CNEP 6390 3-6 sem. hrs.

PROFESSIONAL SEMINAR.

Special topics is an advanced study in an identified area of academic interest. May be repeated for credit when topics vary.

CNEP 6395. 3 sem. hrs.

DOCTORAL PRACTICUM IN COUNSELING

Provides for the development of professional expertise in an approved setting. The experience includes a minimum of 100 clock hours. Students will experience both the direct delivery of services, and weekly individual and group supervision. Prerequisite or co-requisite: CNEP 6350. Grade assigned will be "credit" (CR) or "no credit" (NC).

CNEP 6396. 3 sem. hrs.

DOCTORAL INTERNSHIP

Provides for an intensive, supervised professional experience in an approved counseling setting. The internship consists of a total of 300 clock hours. Students will experience delivery of services and will be supervised while supervising other professionals. Prerequisite: CNEP 6395. Grade assigned will be "credit" (CR) or "no credit" (NC). Students repeat the internship for another 300 clock hours and another 3 semester hours of credit.

CNEP 6397. 3 sem. hrs.

RESEARCH SEMINAR

This course focuses on the application of research skills and inquiry methods. Students will be exposed to various methodological approaches and the components of scientific inquiry. Attention also will be given to ethical and legal issues in research.

CNEP 6398 3-6 sem. hrs.

DISSERTATION IN PROGRESS

Completion of an approved research project under the supervision of a dissertation advisor. (Nine semester hour minimum.)

CNEP 6696. 3-6 sem. hrs.

DIRECTED INDIVIDUAL STUDY

Directed individual study is an advanced individual study for doctoral students through special permission of the Department Chair and faculty member. May be repeated when topics vary.

Curriculum and Instruction

The COE offers the Master of Science degree in Curriculum and Instruction, as well as the Doctor of Education degree with a major in Curriculum and Instruction and a program in Reading. Both degree programs are discussed below.

MASTER OF SCIENCE

(36 semester hours)

Program Description

This is a general degree designed predominantly for elementary and secondary teachers who plan to remain in the classroom. This program, which is interdisciplinary in nature, builds on the professional education and content courses taken at the undergraduate level. Within the interdisciplinary program, a focus will be developed in consultation with the advisor. This degree allows students to explore areas of interest across cognate areas.

Graduates of the Master of Science in Curriculum and Instruction should be able to:

- State and define the major components in the field of curriculum and instruction,
- Produce a comprehensive literature review on a major issue in the field of curriculum theory or instruction, and
- Complete an action-based or historically-based quantitative or qualitative study on an issue in curriculum and instruction and defend it at a public gathering with at least three faculty members present.

Admission Requirements

Students are eligible to pursue graduate-level course work in Curriculum and Instruction if they meet COE graduate admission requirements as specified in the COE's Graduate Policies and Regulations section of this catalog.

Degree Requirements

1. Specialization Area (18 semester hours)
Interdisciplinary (courses chosen with advisor's approval).
2. Institutional Master's Degree Requirements (6 semester hours)
EDFN 5301 Introduction to Research
EDFN 5302 Studies in Equality of Educational Opportunities
3. Curriculum and Instruction (12 semester hours)
EDCI 5340 Instructional Techniques for Effective Teaching
EDCI 5362 Theoretical Bases for Curriculum
READ 5369 Content Area Reading
EDCI 5389 Curriculum and Instruction Research Seminar

Capstone Experience

All students are required to take EDCI 5389 and complete a capstone experience within this course. Candidates for this degree must successfully present and defend a Capstone Project to a faculty panel.

For Additional Information

Campus Address: Early Childhood Development Center, Room 145B
phone (361) 825-3201
Mailing Address: Department of Curriculum and Instruction, Unit 5834
College of Education
Texas A&M University-Corpus Christi
6300 Ocean Drive, Corpus Christi, Texas 78412-5834

DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION (EMPHASIS: READING)

The doctorate in Curriculum and Instruction with an emphasis in Reading is a progressive and evidence-based program in literacy. The 60-semester credit-hour program prepares graduates for leadership roles as professors of reading and literacy, as literacy researchers, and as administrators of reading/ language arts programs in Texas and the nation. Required are 12 semester credit hours of core curriculum courses, 15 semester credit hours in research classes, 21 semester credit hours in Reading, 6 semester hours in prescribed electives, and 6 semester credit hours allocated for the completion of the dissertation.

Graduates of the doctorate in Curriculum and Instruction with a Reading emphasis should be able to:

- demonstrate a command of the field in literacy education.
- demonstrate the ability to conduct original research, and
- demonstrate a command of the field of Curriculum and Instruction.

Admission Requirements

Applicants must meet all conditions for graduate admission to the College of Education, including a minimum grade point average of 3.00, as specified earlier in this catalog. Additional requirements for admission to the program are described below.

Admission requires approval by a Curriculum and Instruction admission committee. Criteria for admission include the following:

1. a Graduate Record Examination score (taken within the last five years),
2. a minimum of three years teaching experience
3. a minimum of four letters of recommendation on official letterhead from people testifying to the candidate's ability to do doctoral-level work, and
4. official transcripts of all undergraduate and graduate coursework indicating completion of a master's degree in a relevant field from a regionally accredited university.

All application materials should be submitted by March 18th. Selected applicants will be invited for personal interviews, presentations, and a writing exercise. An admission committee will consider all qualifications, including professional and personal qualifications, in making admission decisions. The committee may admit persons with lower levels of the above indicators of academic history if (a) professional and personal qualifications are unusually strong and (b) the student demonstrates a high degree of proficiency on a writing sample administered and scored by the admission committee. Individuals who do not have prior graduate work in Reading will have course requirements in addition to the 60-hour requirement. If accepted into the program, these students will be required to take up to 15 hours in Reading besides those already required for the curriculum emphasis (Reading) in the doctoral program.

Degree Requirements

The Doctor of Education Degree in Curriculum and Instruction is awarded in recognition of the attainment of independent and comprehensive scholarship in the field. To qualify for the degree, the student must meet the following specific requirements.

1. **Residence:** Two consecutive sessions (summer, fall, spring) of 9 semester hours enrollment are required, to be completed during the course of the program. The seven year rule on recency of credit will apply.
2. **Coursework:** Sixty semester hours of coursework are required, inclusive of dissertation courses. With departmental approval, up to 12 semester hours for the degree plan may be transferred from another regionally accredited university. The transfer credits must be post masters-level graduate coursework, must be less than seven years old at the time of conferral of the Texas A&M University-Corpus Christi degree, and may not have been included on degree plans for any other degree. Likewise, up to

one-fourth of the credits for the degree plan may be transferred from post masters-level work taken at Texas A&M University-Corpus Christi. The program faculty and the Graduate Dean must approve the transfer credits. The degree requires the following:

- 12 hours in core curriculum classes
 - 15 hours in research tools
 - 21 hours in a curriculum emphasis (Reading)
 - 6 hours of electives
 - 6 hours of dissertation (*repeated as necessary*)
3. **Candidacy/Comprehensive Examinations:** Comprehensive examinations will be scheduled at such time as the student's advisor judges that the student is ready, but not before the student has completed all the required curriculum, reading, and research tools courses. Admission to candidacy for the degree requires passing both a written and an oral comprehensive examination.
 4. **Dissertation and Final Examination:** The dissertation is developed under the supervision of a dissertation advisor, who serves as Chair of the dissertation committee. The committee is composed of at least four members including the Chair. There will be a final oral examination that will focus on, but is not limited to, the dissertation work.

For Additional Information

Web site: http://education.tamucc.edu/main_gradstudies.html

Campus Address: Early Childhood Development Center, Room 145B
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6300 Ocean Drive, Corpus Christi, Texas 78412-5834

GRADUATE COURSES

Educational Curriculum and Instruction

EDCI 5304. 3 sem. hrs.
APPLIED RESEARCH AND PROFESSIONAL WRITING

A course emphasizing the finding, interpreting, and use of research to achieve a stated educational goal for each individual student. Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop one of the following based upon applied research: a proposal for a classroom or other educational project, a grant proposal, or an article for publication. Students in internship programs will apply concepts learned in this class within their own classrooms under the guidance of the professor. Prerequisite: Successful completion of required courses in the specialization area and instructional methodology.

EDCI 5305. 3 sem. hrs.
SPECIAL POPULATIONS AND SCHOOL OPERATIONS

A course emphasizing multicultural aspects of education; requirements for teaching as they relate to special education students, including the gifted and talented; the legal and ethical aspects of teaching; and the forms of organization and management utilized in Texas and in

the U.S. Enrollment limited to graduate students seeking initial teacher certification. Prerequisite: passing scores on THEA or alternative.

EDCI 5306. 3 sem. hrs.
PLANNING/TEACHING/LEARNING PROCESSES

A course emphasizing the various aspects of planning for teaching: the teaching/learning process; curriculum organization; use of instructional media and technology; instructional planning; and instructional and student evaluation, including standardized testing programs, teacher evaluation, and various forms of instructional and student evaluation planned and conducted by the teacher. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification. Prerequisite: passing scores on THEA or alternative.

EDCI 5307. 3 sem. hrs.
CLASSROOM MANAGEMENT AND THE STUDENT

A course emphasizing methods of organizing and managing a classroom, and student growth and development concepts and how they will affect classroom management. Enrollment limited to graduate students seeking initial teacher certification. Prerequisite: Passing scores on THEA or alternative.

EDCI 5308. 3 sem. hrs.
STRATEGIES FOR TEACHING IN THE SECONDARY SCHOOL

A course emphasizing practical and varied strategies for instructional planning and presentations. Instruction will build upon the following topics, which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial certification. Prerequisite: EDCI 5306 Planning/Teaching/Learning Processes, and admission to Teacher Education, including passing scores on THEA or alternative.

EDCI 5315. 3 sem. hrs.
METHODS OF TEACHING MATHEMATICS

A course emphasizing the teaching of mathematics in Grades 1-8 using manipulatives in a problem-solving format. Instruction will build upon the following topics which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification. Prerequisites: Mathematics Content for the Elementary Teacher, EDCI 5306 Planning/Teaching/Learning Processes, and admission to Teacher Education, including passing scores on THEA or alternative.

EDCI 5316. 3 sem. hrs.
METHODS OF TEACHING SOCIAL STUDIES

A course emphasizing practical applications for the teaching of social studies in Grades 1-8. Instruction will build upon the following topics, which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Prerequisites: 9 semester hours from a minimum of two areas (U.S. History, Geography, U.S. Government, and State Government), EDCI 5306 Planning/Teaching/Learning Processes, and admission to Teacher Education, including passing scores on THEA alternative.

EDCI 5317. 3 sem. hrs.
METHODS OF TEACHING SCIENCE

This course is designed to provide pre-service teachers with an understanding of the teaching of science in the elementary school setting. Students' prior knowledge from previous courses will be essential to their performance in this course, namely: technology in the classroom, lesson planning, curriculum organization, and student assessment. Participation in field experiences is a requirement of this course. Prerequisite: EDCI 5306 Planning/Teaching/Learning Processes and admission to Teacher Education, including passing scores on THEA or alternative.

EDCI 5320. 3 sem. hrs.
MATHEMATICS THROUGH COMMUNICATION

A course for elementary and middle school teachers who are trying to improve mathematics teaching and understanding through the development of communication skills and their use in the mathematics classroom.

EDCI 5321. 3 sem. hrs.
MATHEMATICS THROUGH CHILDREN'S LITERATURE

This is a course for teachers who wish to investigate the connection between children's literature and mathematics for the purpose of improving mathematics instruction. Teachers will work through activities based upon children's books, and develop and share similar activities based upon children's books of their choosing.

EDCI 5322. 3 sem. hrs.
SCIENCE THROUGH CHILDREN'S LITERATURE

This course is designed for elementary and middle school teachers who wish to investigate the connections between children's literature and science for the purpose of improving their science instruction. Teachers will participate in activities based on children's trade books that have scientific themes, and develop and share similar experiences.

EDCI 5323. 3 sem. hrs.
INTERACTIVE AND MULTIMEDIA APPROACHES IN MATHEMATICS

This is a course for K-12 teachers who wish to investigate the use of motivational and reinforcement activities as a part of the instructional program within mathematics. Emphases will be placed on the purposes for using such activities in the mathematics program, the various types of such activities that are available to the mathematics teacher, the sources for such activities in mathematics, and the need for having a variety of such activities within the mathematics program.

EDCI 5324. 3 sem. hrs.
DIAGNOSIS AND REMEDIATION OF MATHEMATICAL ERRORS

This is a course for teachers of K-12 who teach mathematics within the levels of kindergarten through algebra and wish to investigate mathematical errors for the purpose of diagnosing the cause and planning instruction for the purpose of remediation. Participating teachers will work through activities representing common mathematical errors made by students, maintain portfolios of samples of student errors, diagnose student errors, and learn teaching strategies for remediation of the problems that students are having.

EDCI 5325. 3 sem. hrs.
APPLIED CONNECTIONS: MATHEMATICS, SCIENCE, AND COMMUNICATIONS

This is a course for math, science, English, reading, and speech teachers who wish to investigate the application of their subject area in the world of work. Emphasized will be field trips to meet with professionals at various work sites and the development of classroom activities based on their experiences. Teachers will use technology to develop the activities for placement on the World Wide Web.

EDCI 5327. 3 sem. hrs.
STRATEGIES OF SUCCESS FOR THE BEGINNING TEACHER

This course is a field-based course in which beginning teachers are provided with the application of learning principles, classroom management techniques, communication skills, and teaching strategies that will reinforce their existing teaching skills. Enrollment is limited to certified teachers currently in teaching

positions. This course is taken concurrently with EDCI 5397. This course may not be taken for graduate credit if the student has taken EDCI 5393, EDCI 5394 or EDCI 5395.

EDCI 5330. 3 sem. hrs.

TEACHING ENVIRONMENTAL SCIENCES: I
In this course, emphasis will be placed on issues related to air, water and waste reduction, and how these issues relate to the elementary classroom. Students will visit state agencies and industrial sites as a part of this course. Grade assigned for this course will be "credit" (CR) or "no credit" (NC). This course is only offered during the summer.

EDCI 5331. 3 sem. hrs.

TEACHING ENVIRONMENTAL SCIENCES: II
In this course, emphasis will be placed on issues related to air, water and waste reduction, and how these issues relate to the secondary classroom. Students will visit state agencies and industrial sites as a part of this course. Grade assigned for this course will be "credit" (CR) or "no credit" (NC). This course is only offered during the summer.

EDCI 5335. 3 sem. hrs.

METHODS OF TEACHING MATHEMATICS: GRADES 1-5

A course designed to emphasize methods of teaching the essential elements in mathematics for Grades 1-5. An emphasis will be placed on the use of concrete manipulatives so that learning is accomplished with understanding.

EDCI 5336. 3 sem. hrs.

METHODS OF TEACHING MATHEMATICS: GRADES 5-8

Emphasis will be placed on modeling with concrete manipulatives, teaching for understanding, integrating mathematics into other areas of the curriculum, problem solving, diagnosis, and evaluation.

EDCI 5339. 3 sem. hrs.

PROGRAMS FOR THE GIFTED AND TALENTED
Characteristics and methods of identification of the Gifted and Talented. Various programmatic models including campus and district will be examined. Testing instruments and the concepts of differentiated curriculum will be analyzed.

EDCI 5340. 3 sem. hrs.

INSTRUCTIONAL TECHNIQUES FOR EFFECTIVE TEACHING

Current trends in classroom instruction; causative factors in classroom instruction as related to basic characteristics of preadolescent and adolescent learners.

EDCI 5341. 3 sem. hrs.

LEARNING THEORY RELATED TO THE GIFTED CHILD

An examination of current learning theories in relation to the gifted and talented child. Prerequisite: EDCI 5339.

EDCI 5342. 3 sem. hrs.

CURRICULUM DEVELOPMENT FOR THE GIFTED AND TALENTED

Learning experiences in scope and sequence development, development of unit plans and lesson plans, and material selection and evaluation. Prerequisite: EDCI 5339.

EDCI 5350. 3 sem. hrs.

ADVANCED SCHOOL PROBLEMS

Current issues in education; recent research bearing on teaching and organization of instructional programs in schools.

EDCI 5362. 3 sem. hrs.

THEORETICAL BASES FOR CURRICULUM
Reviewing and designing instructional programs; specific techniques for planning in various areas of the curriculum; concentration in area of student's curricular specialty; specification of instructional objectives.

EDCI 5389. 3 sem. hrs.

CURRICULUM AND INSTRUCTION RESEARCH SEMINAR

This is designed as the culminating course in the interdisciplinary curriculum and instruction master's degree. Covered in the class are: historical and current trends in research, the critical examination of selected research studies, and a self analysis of personal and professional interests and needs. This course calls for students to integrate and use information from previous graduate classes with information presented in this class to develop, implement, and defend an action-based research project. Prerequisite: EDFN 5301, EDCI 5340, and 12 semester hours of graduate work.

EDCI 5390. 1-3 sem. hrs.

PROFESSIONAL SEMINAR

Contemporary issues in education; topics vary.

EDCI 5393. 3 sem. hrs.

INTERNSHIP I AND SEMINAR FOR THE INTERN TEACHER

This course is a supervised classroom teaching field experience and seminar designed to assist the non-certified teacher with the application of various aspects of planning for teaching. Enrollment is limited to graduate students seeking initial teacher certification. Interns must be enrolled in EDCI 5306 or have completed EDCI 5306.

EDCI 5394. 3 sem. hrs.

INTERNSHIP II AND SEMINAR FOR THE INTERN TEACHER

This course is a supervised classroom teaching field experience and seminar designed to assist the non-certified teacher with the application of classroom management techniques, and enhance existing teaching skills. Enrollment is limited to graduate students seeking initial teacher certification. Prerequisite: EDCI 5393 and EDCI 5306. Interns must be enrolled in EDCI 5307 or have completed EDCI 5307.

EDCI 5395. 3 sem. hrs.

STRATEGIES OF SUCCESS FOR THE INTERN TEACHER

This course is a field-based course in which non-certified teachers are provided with the application of learning principles, communication skills, and teaching strategies that will reinforce their existing teaching skills. Enrollment is limited to graduate students seeking initial teacher certification. Prerequisite: EDCI 5394. Interns must be enrolled in EDCI 5308, if seeking secondary certification. Interns must be enrolled in EDCI 5315, EDCI 5316 or EDCI 5317, if seeking elementary certification.

EDCI 5397. 3 sem. hrs.
PRACTICUM I FOR THE BEGINNING TEACHER

This course is a supervised classroom teaching field experience designed to enhance the individual teacher's existing teaching skills. Enrollment is limited to certified teachers currently in teaching positions. This course is taken concurrently with EDCI 5327. This course may not be taken for graduate credit if the student has taken EDCI 5393, EDCI 5394 or EDCI 5395.

EDCI 5398. 3 sem. hrs.
PRACTICUM II AND SEMINAR FOR THE BEGINNING TEACHER

Beginning teachers are provided with additional skills to enrich their classroom teaching proficiency through seminars and supervised classroom teaching. Enrollment is limited to certified teachers currently in teaching positions. Prerequisite: EDCI 5327 and EDCI 5397. This course may not be taken for graduate credit if the student has taken EDCI 5393, EDCI 5394 or EDCI 5395.

EDCI 5696. 1-6 sem. hrs.
DIRECTED INDIVIDUAL STUDY

Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.

EDCI 5698. 6 sem. hrs.
PRACTICUM FOR GIFTED CHILDREN

This course involves a supervised experience with a variety of children classified as gifted. Students will plan and implement a program designed for gifted children. Prerequisites: EDCI 5339 or permission of instructor.

EDCI 6301. 3 sem. hrs.
PHILOSOPHY OF EDUCATION

Ontological and epistemological perspectives on leadership; historical conceptions of leadership as revealed in the works of Greek and Roman writers of the classical period and in the works of later European writers such as Machiavelli, Hobbes, Rousseau, Mill, and Weber.

EDCI 6303. 3 sem. hrs.
ISSUES IN CURRICULUM AND INSTRUCTION

This course will prepare the doctoral student in curriculum and instruction to understand, appreciate, and evaluate a variety of curricular strategies with attention paid to a continuum of philosophies and strategies in the area of curriculum development and the impact of those on instruction. Prerequisites: EDCI 6301 or EDCI 6324.

EDCI 6324. 3 sem. hrs.
CURRICULUM THEORY

An analysis of theoretical structures underlying curriculum development, implementation and evaluation.

EDCI 6335. 3 sem. hrs.
CURRICULUM RESEARCH DESIGN

This course focuses on the design of research studies, including experimental and quasi-experimental designs, other quantitatively-based designs, qualitatively-oriented designs, and mixed-model designs.

EDCI 6390. 3 sem. hrs.
SPECIAL TOPICS IN CURRICULUM

Contemporary issues in education; topics vary. For instance, if the topic of gender issues in literacy appears to be of current interest, a course with that title might be offered under this course number on a one-time basis.

EDCI 6397. 3 sem. hrs.
DISSERTATION RESEARCH

This course is designed to assist students in writing a research proposal (introduction, review of literature, methods) that may become the basis for a doctoral dissertation. Prerequisites: EDLD 6333, EDLD 6384, EDLD 6392, EDCI 6335, READ 6399.

EDCI 6398. 1-6 sem. hrs.
DISSERTATION IN PROGRESS

Completion of an approved study under the supervision of a dissertation advisor and committee.

Early Childhood Education

MASTER OF SCIENCE (36 semester hours)

Program Description

This program is a degree designed for individuals who are currently working with young children or are desiring to work with young children in an educational setting. Courses are structured to increase the educator's knowledge of young children and the ensuing implications for programs and curricula.

Teachers, curriculum specialists and administrators will improve their competence in designing curriculum, classrooms, centers, and classroom experiences for young children. Students will also improve their skills in evaluating instruction based on children's needs, and develop techniques to appropriately evaluate young children's learning.

Master of Science in Early Childhood Education (MSECE) graduates will be able to:

- Articulate and fulfill professional roles and responsibilities related to working with young children in the State of Texas.
- Design appropriate curricula, classroom centers, and classroom experiences for young children in the State of Texas.
- Determine effective, responsive instruction and assessment for young children in the State of Texas.

- Produce a portfolio consisting of experiences, projects, originally designed products and a synthesis of reflection developed during participation in the degree program.

Admission Requirements

Students are eligible to pursue graduate-level course work in Early Childhood Education if they meet COE graduate admission requirements as specified in the COE's Graduate Policies and Regulations section of this catalog.

Degree Requirements

- 1. Foundation Courses (6 semester hours)**
 - EDFN 5301 Introduction to Research
 - EDFN 5302 Studies in Equality of Educational Opportunities

or

 - SPED 5385 Foundations in Language Minority Special Education
- 2. Core Courses (21 semester hours)**
 - ECED 5301 Community Resources in Early Childhood Education
 - ECED 5334 Developmentally Appropriate Early Childhood Curriculum
 - ECED 5337 Understanding and Educating Young Children in a Diverse Society
 - ECED 5340 Developmentally Appropriate Assessment of Young Children
 - ECED 5346 Practicum in Research Methods and Experimental Design in Early Childhood Education
 - ECED 5349 Capstone Experience in Early Childhood Education (required for all students)
 - READ 5310 Emergent Literacy
- 3. Specialization Areas (9 semester hours)**

Students are required to choose **ONE** area of specialization and complete **ALL** courses in the area chosen.

Bilingual Education (EC-Grade 4)

 - BIEM 5343 Foundations in Bilingual Education
 - BIEM 5344 Methods of Teaching Bilingual Children
 - BIEM 5345 Developmental Linguistics

English as a Second Language

 - BIEM 5346 Pedagogical Implications of Bilingual/ESL
 - BIEM 5347 Methods of Teaching English as a Second Language
 - BIEM 5349 Contrastive Analysis

Reading Education

 - READ 5345 Stages and Standards for Reading Development
 - READ 5369 Content Area Reading
 - READ 5381 Exploring the Literature of Children and Adolescents

Special Education

 - SPED 5315 Exceptional Children and Youth in the Schools
 - SPED 5387 Content-Area Strategies for Exceptional Children
 - SPED 5380 Children and Adolescents with Behavior Disorders

Strategies of Success Program

 - EDCI 5327 Strategies of Success for the Beginning Teacher
 - EDCI 5397 Practicum I for the Beginning Teacher
 - EDCI 5398 Practicum II for the Beginning Teacher
- 4. Additional Electives as approved by advisor**
 - ECED 5303 Graduate Studies in Early Childhood Education
 - ECED 5397 Practicum in Early Childhood Education

Capstone Experience

All students pursuing the master's degree in Early Childhood Education will take ECED 5349 (Capstone Experience in Early Childhood Education). Candidates for this degree must

successfully present and defend their Graduate Portfolio to the Assessment Panel prior to graduation. The portfolio consists of experiences, projects, originally designed products and a synthesis of reflection developed during participation in the degree program. Each student who is a candidate for graduation must present and discuss each item of their portfolio with the Assessment Panel. The panel of three consists of a Texas A&M University-Corpus Christi Early Childhood professor, a professor from the College of Education (Texas A&M University-Corpus Christi), and a professional educator who holds a masters or doctorate degree.

For Additional Information

Web Site: http://education.tamucc.edu/main_gradstudies.html
Campus Address: Faculty Center, Room 228; phone (361) 825-5581
Mailing Address: Department of Teacher Education, Unit 5818
College of Education
Texas A&M University-Corpus Christi
6300 Ocean Drive, Corpus Christi, Texas 78412-5818

GRADUATE COURSES

Early Childhood/Kindergarten Education

ECED 5301. 3 sem. hrs.
COMMUNITY RESOURCES IN EARLY CHILDHOOD EDUCATION

A study of the contributions of community agencies, referral services and parent involvement in early childhood education programs.

ECED 5303. 3 sem. hrs.
GRADUATE STUDIES IN EARLY CHILDHOOD EDUCATION

An introduction to research studies in early childhood education and an analysis of their implications for the classroom teacher. Students will be able to engage in action research in early childhood classrooms.

ECED 5334. 3 sem. hrs.
DEVELOPMENTALLY APPROPRIATE EARLY CHILDHOOD CURRICULUM

An intensive study of the principles of curriculum, which includes philosophy, organization, recognition of diversity, selection and evaluation of curriculum materials, and development of an early childhood education program.

ECED 5337. 3 sem. hrs.
UNDERSTANDING AND EDUCATING YOUNG CHILDREN IN A DIVERSE SOCIETY

An intensive study of the cognitive development and socialization of young children from diverse cultures, with consideration of ethnicity, gender, and social-economic background, and special needs and the manner in which these issues effect their development and learning.

ECED 5340. 3 sem. hrs.
DEVELOPMENTALLY APPROPRIATE ASSESSMENT OF YOUNG CHILDREN

The history, philosophy, and practice of observing, recording and analyzing children's behavior using current methods based upon prevailing research in the field of developmentally appropriate assessment, including investigation of issues concerning cultural diversity in assessment. The course will also facilitate development of appropriate assessment records and mechanisms.

ECED 5346. 3 sem. hrs.
PRACTICUM IN RESEARCH METHODS AND EXPERIMENTAL DESIGN IN EARLY CHILDHOOD EDUCATION

This course is designed to introduce students to ongoing action research projects in the Early Childhood Development Center. This course will review basic information and tools for utilization of experimental methods, including basic statistics, experimental design and proposal writing. Students will be required to participate in data-collection activities as well as design and propose a research study. This course is designed to assist students in preparation for ECED 5349 Capstone in Early Childhood Education, in which they will be responsible for conducting a self-generated research project. Prerequisite: Introduction to Research (EDFN 5301) or consent of instructor.

ECED 5349. 3 sem. hrs.
CAPSTONE EXPERIENCE IN EARLY CHILDHOOD EDUCATION

Students will be expected to design a capstone experience, which may be a thesis or project focusing on some aspect of Early Childhood Education. The project shall be practical in nature and have immediate benefit to the education of young children. The results shall culminate in a formal written paper. Required of all students in the master's degree program in Early Childhood Education.

ECED 5397. 3 sem. hrs.
PRACTICUM IN EARLY CHILDHOOD EDUCATION

An opportunity to secure practical experience in early childhood classrooms and analyze those programs in terms of available research. A personalized culminating experience for the early childhood specialist. Grade assigned will be "credit" (CR) or "no credit" (NC).

ECED 5696. 1-6 sem. hrs.
DIRECTED INDIVIDUAL STUDY

Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.

Educational Administration

MASTER OF SCIENCE

36 semester hours are required for the M.S. in Educational Administration.

Program Description

Designed to instill the knowledge, skills, and dispositions essential to serve as an administrator of educational organizations, this program emphasizes State Board of Educator Certification Domains, Competencies and Skills.

Students successfully completing this program will:

- Demonstrate ability to lead the instructional program of a school campus.
- Demonstrate proficiency in evaluating classroom teachers.
- Demonstrate knowledge of and capacity for implementing the administrative competencies for the TExES exam.

Admission Requirements

Students are eligible to pursue graduate-level course work in Educational Administration if they meet COE graduate admission requirements as specified in the COE's Graduate Policies and Regulations section of this catalog and have a teaching certificate and two years of teaching experience. Under exceptional circumstances, students may petition the committee for admission without a certificate.

Degree Requirements

Required Core Courses (to be completed first) (12 semester hours)

EDAD 5304	Introduction into the Principalship
EDAD 5366	School Personnel Management
EDAD 5376	Supervision of Instruction
EDAD 5377	Professional Development Appraisal System

1. General Administrative Competencies (12 semester hours)

EDCI 5340	Instructional Techniques for Effective Teaching
EDAD 5363	Classroom Management and Legal Issues
EDAD 5378	Applications of Administrative Concepts
EDAD 5399	Internship in Educational Administration

2. Specialized Preparation (6 semester hours) (select two courses from the following)

EDAD 5360	Organization Theory
EDAD 5364	Management of Educational Programs and Special Units
EDAD 5374	Campus Finance and Budgeting
EDAD 5375	Communication and Community Relations
ETEC 5380	Technology for Administrators

3. College Requirements (6 semester hours)

EDFN 5301	Introduction to Research
EDFN 5302	Studies in Equality of Educational Opportunities

(Must be included if the student has not completed an upper-division course in multi-cultural education)

Certificates

Principal Certificate

The Principal Certificate may be obtained beyond the master's degree upon completion of additional course work of 24 semester hours selected with the adviser's approval. The Principal Certificate also requires that the student obtain a passing score on the TExES examination for Principals.

The Master's Degree in Educational Administration from Texas A&M University-Corpus Christi also fulfills the SBEC course requirements for the Principal's Certificate.

Certification Only

For students with a prior Master's Degree in Education who are seeking SBEC Certification as a Principal, the following conditions will apply:

The department advisor will review the previous master's degree coursework, practical work experience, and academic history of the student, and then prescribe 24 hours of coursework from the current list of required courses for the EDAD master's degree.

Courses that must be included in the 24 hours of EDAD coursework are:

1. EDAD 5376/6376 Supervision of Instruction (if the student does not currently hold an Instructional Leadership Development Certificate)
2. EDAD 5377/6377 Professional Development and Appraisal System (if the student does not currently hold a Professional Development Appraisal System Certificate)
3. EDAD 5378/6378 Application of Administrative Concepts
4. EDAD 5399/6399 Internship in Educational Administration

The Principal Certificate also requires the student obtain a passing score on the Principal's TExES examination.

Superintendent Certificate

Persons with a master's degree from an accredited college or university and a valid Principal Certificate may meet the requirements for the Professional Superintendency Certificate by successfully completing the following courses and obtaining a passing score on the Superintendent's TExES examination.

EDAD 5361/6361	Current Topics: Focus on Law and Facilities
EDAD 5367/6367	Public School Finance
EDAD 5368/6368	Public School Relations
EDAD 5369/6369	The Superintendency
EDAD 5398/6398	Superintendent Practicum

Comprehensive Examination

All candidates for the Master's degree in Educational Administration are required to successfully complete a departmental comprehensive examination. The comprehensive examination is scheduled during the semester in which the student is enrolled in the last course(s) needed to complete the degree and will be offered three times per year (Fall, Spring, and Summer I).

A candidate may not retake the comprehensive examination more than twice without program faculty approval and may not retake the examination before the next regularly scheduled examination.

For Additional Information

Web Site: http://education.tamucc.edu/main_gradstudies.html

Campus address: Faculty Center, Room 209; phone (361) 825-2699

Mailing Address: Department of Educational Administration and Research
Unit 5818

College of Education
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412-5818

GRADUATE COURSES

Educational Administration

EDAD 5304/6304. 3 sem. hrs.

INTRODUCTION TO THE PRINCIPALSHIP

This course serves as an orientation to learner-centered leadership and the A&M-Corpus Christi administrator preparation program. Course activities include an assessment of student potential for learner-centered leadership and the development of an initial personal educational platform. Based on active class participation and discussion of simulated and real issues, students will construct an individual growth plan while exploring principles of professional ethics. Doctoral students will complete a research study on the best practices of the principalship. Students who have taken EDAD 5304 may not enroll in EDAD 6304.

EDAD 5310. 3 sem. hrs.

ASSESSMENT FOR CAREER AND TECHNOLOGY EDUCATION

A course designed to provide career education and technology instructors, counselors, and administrators with the knowledge and skills required to choose, administer and interpret aptitude, interest, and other appropriate instruments used to assist in making career decisions. Students with credit for EDAD 5310 will not receive credit for OCTD 5310. Cross listed with OCTD 5310.

EDAD 5311. 3 sem. hrs.

OCCUPATIONAL TRAINING FOR SPECIAL POPULATIONS EDUCATION

Strategies and procedures for on-the-job training as well as instructional laboratory training of individuals with disabilities. This course includes the survey of applicable legislation and the identification of appropriate career counseling theories. Students with credit for EDAD 5311 will not receive credit for OCTD 5311. Cross listed with OCTD 5311.

EDAD 5314. 3 sem. hrs.

ORGANIZATION AND ADMINISTRATION OF OCCUPATIONAL TRAINING AND DEVELOPMENT

The administration of occupational training and development programs with emphasis on the implementation and operation of programs as specified by local, state and federal regulations. Students with credit for EDAD 5314 will not receive credit for OCTD 5314. Cross listed with OCTD 5314.

EDAD 5360/6360. 3 sem. hrs.

ORGANIZATIONAL THEORY

The school as a formal organization. Focuses on theoretical aspects of organizational structures and processes with special reference to educational institutions. Doctoral students will do a scholarly analysis of two books related to Organizational Theory. Students who have taken EDAD 5360 may not enroll in EDAD 6360.

EDAD 5361/6361. 3 sem. hrs.

CURRENT TOPICS: FOCUS ON LAW AND FACILITIES

Overview of educational administration program content and the opportunity to discuss current issues in administration, which include structure and function of national, state and local agencies of educational governance and the politics of education. Doctoral students

will do an exhaustive literature review culminating in a research paper on public school law or school facilities planning. Students who have taken EDAD 5361 may not enroll in EDAD 6361.

EDAD 5363/6363. 3 sem. hrs.

CLASSROOM MANAGEMENT AND LEGAL ISSUES

Legal and managerial aspects of classroom management, and basic principles of school law and school board. Students who have taken EDAD 5363 may not enroll in EDAD 6363.

EDAD 5364/6364. 3 sem. hrs.

MANAGEMENT OF EDUCATIONAL PROGRAMS AND SPECIAL UNITS

This course emphasizes the management of the internal organization and support of units of a campus. Topics include student grouping, staffing, scheduling, programming for special population students, textbooks, food service, campus security and pupil transportation. Students who have taken EDAD 5364 may not enroll in EDAD 6364.

EDAD 5366/6366. 3 sem. hrs.

PERSONNEL MANAGEMENT

Selection, assignment and evaluation of school personnel; salary and conditions of service for administrators, and instructional and non-instructional personnel. Doctoral students will do a research paper on some aspect of the human resource function of school administration. Students who have taken EDAD 5366 may not enroll in EDAD 6366.

EDAD 5367/6367. 3 sem. hrs.

PUBLIC SCHOOL FINANCE

Study of the legal and conceptual basis of financing public schools with emphasis on Texas' economics of school finance; taxation trends and revenue sources; financial inequalities in opportunity, ability and effort; alternative models of school financing; managing educational resources at the district level. Students who have taken EDAD 5367 may not enroll in EDAD 6367.

EDAD 5368/6368. 3 sem. hrs.

SCHOOL PUBLIC RELATIONS

Relationships between school districts and other societal institutions and their public opinion and attitudes, relationships with news media, conducting bond campaigns, the use of citizens' advisory boards. Doctoral students will do a comprehensive literature review culminating in a paper on some aspect of school public relations. Students who have taken EDAD 5368 may not enroll in EDAD 6368.

EDAD 5369/6369. 3 sem. hrs.

THE SCHOOL SUPERINTENDENCY

Simulation of the school superintendency; superintendent's relationships with the school board, administration staff and teacher organizations; the superintendent's planning responsibilities. Doctoral students will do a comprehensive literature review resulting in a research paper related to the superintendency. Students who have taken EDAD 5369 may not enroll in EDAD 6369.

EDAD 5374/6374. 3 sem. hrs.

CAMPUS FINANCE AND BUDGETING

This course is a study of the financial operations of public school campuses in Texas. Seeks to equip the principal with the knowledge and skills necessary to understand and manage the budgeting, accounting,

Education

planning, purchasing and auditing functions of a campus. Doctoral students will also complete a research paper on the theory of Public School Finance. Students who have taken EDAD 5374 may not enroll in EDAD 6374.

EDAD 5375/6375. 3 sem. hrs.
COMMUNICATION AND COMMUNITY RELATIONS

A study of the multi-dimensional role of school-community relations and administrative communication at the campus level. This course seeks to emphasize the importance of designing programs relating to the needs and problems of the school and its internal and external publics by employing analysis, oral and written communication formats, communication skills and processes, for a diverse democratic environment where citizen cooperation and involvement in school affairs is key to dynamic support and success of the school. Doctoral students will complete a scholarly paper on some topic related to school communications/community relations. Students who have taken EDAD 5375 may not enroll in EDAD 6375.

EDAD 5376/6376. 3 sem. hrs.
SUPERVISION OF TEACHING

This course is designed to study supervisory behavior and its related functions. Students are expected to acquire the knowledge and skills requisite to managing and supervising teaching and learning, and the knowledge, skills, and attitude related to an appropriate climate for instruction. Students who have taken EDAD 5376 may not enroll in EDAD 6376.

EDAD 5377/6377. 3 sem. hrs.
PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM (PDAS)

Knowledge and skills necessary to appropriately appraise teachers on those process variables that define successful teaching. Indicators of quality teaching will be studied and application experiences will be provided using videotapes of teaching episodes. Prerequisite: EDAD 5376/6376. Students who have taken EDAD 5377 may not enroll in EDAD 6377.

EDAD 5378/6378. 3 sem. hrs.
APPLICATION OF ADMINISTRATIVE CONCEPTS

The use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge in the solution of practical problems; time management techniques for administrators; conflict management strategies. Instructor approval required. Doctoral students will complete a scholarly paper on Landmark court cases in Texas. Students who have taken EDAD 5378 may not enroll in EDAD 6378.

EDAD 5390/6390. 1-3 sem. hrs.
PROFESSIONAL SEMINAR

Contemporary issues in education; topics vary with professional identification of participants.

EDAD 5398/6398. 3 sem. hrs.
PRACTICUM IN THE SCHOOL SUPERINTENDENCY

On-the-job training in a school superintendent's office. Grade assigned will be "credit" (CR) or "no credit" (NC). Doctoral students will write a reflection paper on the practicum relating it to the most current literature in the field. Students who have taken EDAD 5398 may not enroll in EDAD 6398.

EDAD 5399/6399. 3 sem. hrs.
INTERNSHIP IN EDUCATIONAL ADMINISTRATION

Required of all certification candidates. Serves as the culminating experience and the capstone of the degree/certification program. During the internship, students will assess the suitability of their skills and dispositions for administrative work; integrate skills and knowledge previously acquired; and become socialized into the administrative role. Grade assigned will be "credit" (CR) or "no credit" (NC). Instructor approval required. Student must have completed 27 hours toward the Masters; 18 hours for certification. Students who have taken EDAD 5399 may not enroll in EDAD 6399. Must have valid teaching certificate and permission of the department.

EDAD 5696/6696. 1 6 sem. hrs.
DIRECTED INDIVIDUAL STUDY

Programs will be designed for individual cases. May be repeated when topics vary. Permission of instructor, Department Chair, and College Dean required.

Educational Foundations

The following courses are offered in support of graduate degree programs in the College of Education.

GRADUATE COURSES

EDFN 5301. 3 sem. hrs.
INTRODUCTION TO RESEARCH

Provides basic information needed to understand the research process, from identification of a problem through data analysis and interpretation of results. Provides students the opportunity to apply the components of the research process by evaluating and critiquing research reports.

EDFN 5302. 3 sem. hrs.
STUDIES IN EQUALITY OF EDUCATIONAL OPPORTUNITIES

Recent developments affecting the education of minority children and youth; innovations in program development and equality of educational opportunity.

Educational Leadership

DOCTOR OF EDUCATION

Program Description

The purpose of this degree is to enhance the leadership capabilities of persons who serve or plan to serve in leadership roles in schools, education districts, community colleges, or universities. The common core of the program includes leadership theory, personal leadership skills, the dynamics of organizational change, the socio-political environments of education, instructional theory and research, education foundations, curriculum theory, data analysis, and research strategies and techniques.

While the foregoing knowledge and skills are central to the proposed program and are required of all students in the program, elective courses permit the acquisition of specialized knowledge unique to particular career aspirations. School professionals specializing in the superintendency, for example, may take such courses as educational finance and the superintendency practicum as part of their cognate area; students may also use cognate hours to acquire mid-management certification; persons preparing for collegial leadership of high school departments may take courses in such fields as mathematics, English, or foreign languages. Higher education professionals follow the structured cognate in their area with, for example, courses in community college and university administration, student affairs, finance, and law.

Upon successful completion of the doctoral program, students will:

- Exhibit understanding of and the ability to synthesize the body of literature in the field.
- Demonstrate the knowledge and skills to write theoretically grounded, scholarly research papers.
- Design and complete an original research project.

Joint Program Status

The program is being jointly offered by Texas A&M University-Corpus Christi and Texas A&M University-Kingsville, drawing from the resources of both institutions. Efforts are made to align the curriculum so that students may take courses at either campus.

A special feature of this degree at Texas A&M University-Corpus Christi is a concentration of courses in higher education administration (cognate area) for those with an interest in that area.

Higher Education Cognate Area

The higher education cognate area focuses on providing knowledge and skills for professionals seeking to secure or advance their careers in a variety of settings. Some of these settings include four-year colleges, universities and community colleges, as well as professional agencies that promote and support higher education. The courses in the higher-education cognate area are offered only at Texas A&M University-Corpus Christi.

Admission Requirements

Admission requires approval of an Educational Leadership admission committee. Criteria for admission include the following:

1. a Graduate Record Examination (GRE) score (taken within the last five years)
2. an undergraduate grade point average of 3.00 or above
3. a graduate grade point average of 3.5 or above
4. official transcripts of all undergraduate and graduate coursework indicating completion of a master's degree in a relevant field

All application materials should be submitted by November 3rd. Selected applicants will be invited for personal interviews, presentations, and a writing exercise, and an admission committee will consider all qualifications, including professional and personal qualifications, in making admission decisions. The committee may admit persons with lower levels

of the above indicators of academic history if (a) professional and personal qualifications are unusually strong and (b) the student demonstrates a high degree of proficiency on a writing sample administered and scored by an admission committee. Individuals denied admission three times are ineligible to re-apply.

Degree Requirements

The Doctor of Education Degree in Educational Leadership is awarded in recognition of the attainment of independent and comprehensive scholarship in the field. To qualify for the degree, the student must meet the following specific requirements.

- 1. Residence:** Three consecutive sessions (e.g., summer, fall, spring) of enrollment in six semester credit hours must be completed sometime during the program. The seven year rule on recency of credit will apply.
- 2. Coursework:** Sixty-nine semester hours of coursework are required, inclusive of dissertation courses. Up to one-fourth of the credits for the degree plan may be transferred from another regionally accredited university. The transfer credits must be post masters-level graduate coursework, must be less than seven years old at the time of conferral of the Texas A&M University-Corpus Christi degree, and may not have been included on degree plans for any other degree. Likewise, up to one-fourth of the credits for the degree plan may be transferred from post masters-level work taken at Texas A&M University-Corpus Christi. The transfer credits must be approved by the program faculty (normally the advisor) and the Graduate Dean. The degree requires the following:
 - 30 hours in core leadership classes
 - 12 hours in research tools
 - 18 hours in a cognate area
 - 6 hours of electives
 - 3 hours of dissertation (*repeated as necessary*)
 - All courses applied to the doctoral degree plan must have a grade of B or higher.
- 3. Candidacy/Comprehensive Examinations:** Comprehensive examinations will be scheduled at such time as the student's mentor judges that the student is ready, but not before the student has completed the 42 semester hours of core coursework. Admission to candidacy for the degree requires passing both a written and an oral comprehensive examination.
- 4. Dissertation and Final Examination:** The dissertation is developed under the supervision of a dissertation adviser, who serves as Chair of the dissertation committee. The committee is composed of four members including the Chair. There will be a final oral examination that will focus on, but is not limited to, the dissertation work.

For Additional Information

Web site: http://education.tamucc.edu/main_gradstudies.html

Campus Address: Faculty Center, Room 225; phone (361) 825-2699

Mailing Address: Department of Educational Administration and Research
Unit 5818

College of Education

Texas A&M University-Corpus Christi

6300 Ocean Drive

Corpus Christi, Texas 78412-5818

GRADUATE COURSES

Educational Leadership

These courses may be taken only by students who have been admitted to the doctoral program or who have permission of the department.

EDLD 6301. 3 sem. hrs.

PHILOSOPHY OF EDUCATION

Ontological and epistemological perspectives on leadership; historical conceptions of leadership as revealed in the works of Greek and Roman writers of the classical period and in the works of later European writers such as Machiavelli, Hobbes, Rousseau, Mill, Weber, and Lenin.

EDLD 6302. 3 sem. hrs.

RESIDENCY SEMINAR

Current issues in educational leadership; national, state, and regional perspectives (taken during two consecutive semesters of academic year residency).

EDLD 6303. 3 sem. hrs.

THE POLITICS OF EDUCATION

Educational functioning from a political systems perspective; internal and external political forces influencing organizational effectiveness; shaping of educational policy; functional means of attaining and utilizing political power.

EDLD 6304. 3 sem. hrs.

COMMUNITY COLLEGE AND UNIVERSITY ADMINISTRATION

The purpose of this course is to examine the history and development of American systems of higher education and to study the ways in which community colleges and universities complement each other on the educational scene. Organization, funding, remedial education, and relations with the wider community will also be discussed.

EDLD 6305. 3 sem. hrs.

STUDENT AFFAIRS IN COLLEGES AND UNIVERSITIES

This course is designed to provide students with knowledge of the field of student affairs, its role and function in college student development, and its fit with the academic program. This course is also intended to provide students with an understanding of the purposes and historical development of student personnel programs, the administrative structure of student affairs division in two and four year colleges, and the institutional units that fulfill the student services function.

EDLD 6306. 3 sem. hrs.

HIGHER EDUCATION IN A DEMOCRATIC SOCIETY

This course will examine contemporary issues in American society in the context of higher education. Students will study and debate in detail how two and four year colleges and universities respond to societal issues. The course will also examine the ways in which institutions of higher education are influenced by social issues and how they in turn influence society.

EDLD 6307. 3 sem. hrs.

HIGHER EDUCATION FINANCE

This course is designed to provide students with knowledge of higher education funding in Texas, not only at the State level but also at the institutional level. The

material will also provide students with a background of the historical, philosophical, and political forces that have contributed to the current funding systems in Texas and throughout the United States. Course material will also include trends in higher education funding on a state, national, and international scope.

EDLD 6308. 3 sem. hrs.

HIGHER EDUCATION AND THE LAW

Study of basic legal issues as they relate to governance in higher education; including legal issues relating to trustees, administrators, staff, faculty and students; legal relationships with local, state and federal government. The course also addresses legal issues relating to accrediting, athletic and faculty associations. Legal relationships with the business/industrial community are also covered.

EDLD 6310. 3 sem. hrs.

THE EDUCATION AND TRAINING OF ADULTS

The purpose of this course is to introduce adult education as both a field of practice and a field of study to professionals working in universities, community colleges, businesses, government, social service agencies, and other venues concerned with the education and training of adults. Exemplary practices in adult education and training reflect theoretic constructs undergirding the field; therefore, EDLD 6310 is a theory-into-practice class.

EDLD 6311. 3 sem. hrs.

CONTEMPORARY THEORIES OF EDUCATIONAL LEADERSHIP

Assumptions of the major schools of thought regarding leadership; findings from research conducted pursuant to trait theory, behavioral theory, and situational/contingency models; conceptions of leadership effectiveness; implications for leadership in educational organizations.

EDLD 6312. 3 sem. hrs.

CLINICAL LEADERSHIP LABORATORY

Students will undergo assessment of personal leadership skills through assessment center methodologies. Abilities assessed will include decision-making, group participation, interpersonal communication, and presentation skills.

EDLD 6313. 3 sem. hrs.

POLICY DEVELOPMENT AND DECISION-MAKING

Study of policy conceptualization; development and implementation integrated with decision-making processes; ethical and moral responsibility of educational leadership.

EDLD 6314. 3 sem. hrs.

PROFESSIONALS IN EDUCATIONAL ORGANIZATIONS

The nature of professionalism in education; points of conflict between bureaucratic and professional norms; accommodations to conflict; integrating professional

norms with organizational requirements; organizational leadership of professionals; the character of professional associations in education.

EDLD 6315. 3 sem. hrs.
MULTICULTURAL ANALYSIS: CONCEPTS FOR EDUCATIONAL LEADERS

Study of multicultural relations in American society and an exploration of critical problems confronting educational systems in general and educational leaders in particular.

EDLD 6321. 3 sem. hrs.
INSTRUCTIONAL THEORY

Theoretical basis for understanding instructional models and processes; research relevant to factors influencing instructional effectiveness and the interaction among instructional and learning variables.

EDLD 6322. 3 sem. hrs.
ANALYSIS OF LEARNING ENVIRONMENTS

Analysis of the school and classroom social system; examination of social, cultural, and psychological variables that influence school learning.

EDLD 6323. 3 sem. hrs.
SPECIAL TOPICS IN CURRICULUM AND INSTRUCTION

Selected topics in an identified area of curriculum and instruction; advanced investigations of selected topics and problems dealing with curriculum theory, program design, and experimental formulations. May be repeated for credit when topics vary.

EDLD 6324. 3 sem. hrs.
CURRICULUM THEORY

An analysis of theoretical structures underlying curriculum development; implementation and evaluation.

EDLD 6331. 3 sem. hrs.
EDUCATIONAL INNOVATIONS

An examination of the basic elements of successful school renewal programs with emphasis on systematic approaches to educational innovation and the process of change; studies of successful innovative programs.

EDLD 6333. 3 sem. hrs.
APPLIED STATISTICS 1

This is a course in univariate statistics, which includes the use of Statistical Package for the Social Sciences (SPSS) with exercises related to various descriptive and inferential statistical techniques.

EDLD 6335. 3 sem. hrs.
QUANTITATIVE RESEARCH METHODS

Exploration and application of quantitative research methods as they apply to educational leadership. Prerequisite: EDLD 6392.

EDLD 6342. 3 sem. hrs.

COMMUNITY LEADERSHIP DEVELOPMENT
This course develops collaborative leadership skills related to initiating and implementing school and community partnerships. A special focus is the enhancement of critical literacy skills—the capacity to read and interpret events within the socio-political context of community-embedded educational leadership.

EDLD 6384. 3 sem. hrs.
QUALITATIVE RESEARCH METHODS

This course is experientially based on the philosophy, design, and practice of qualitative research. It is understood that participants have a solid background in methods (as defined by the positivist and post-positivists tradition) and statistics. Students will situate qualitative inquiry/research in their philosophical, theoretical, and historical situations, learn methods of qualitative design, and develop a capacity to collect, analyze, and interpret qualitative empirical materials.

EDLD 6392. 3 sem. hrs.
APPLIED STATISTICS 2

This course is the continuation of EDLD 6333, which includes univariate (parametric and non-parametric) and multivariate (parametric) statistical techniques, as well as sample size estimation for various statistical techniques. Statistical Package for the Social Sciences (SPSS) is used for the purpose of data analysis. Prerequisite: Grade of A or B in EDLD 6333.

EDLD 6397. 3 sem. hrs.
DISSERTATION RESEARCH

This course is designed to assist the student in writing a three-chapter (introduction, review of literature, methods) research proposal that may become the basis for a doctoral dissertation. Prerequisites: EDLD 6333, EDLD 6384, EDLD 6335, EDLD 6392.

EDLD 6398. 3 sem. hrs.
DISSERTATION

Completion of an approved field study under the supervision of a dissertation adviser. Grades assigned will be “in progress (IP), “no credit” (NC) or “credit” (CR).

EDLD 6609. 3-6 sem. hrs.
PRACTICUM IN HIGHER EDUCATION: PROCESSES AND PRACTICES

This course will examine the functions and practices typically found in institutions of higher education. Students will examine these functions and practices in the context of a complex organization and develop an understanding of how they contribute to the mission of the institution. Students will also complete an internship experience in a university or community college office, not their own. Grades assigned will be “no credit” (NC) or “credit” (CR). Prerequisite: Instructor’s permission required.

Educational Technology

MASTER OF SCIENCE

(36 semester hours)

Program Description

This degree, oriented toward teachers and other professional educators, enables graduates to effectively apply current and emerging technologies in educational settings. Students acquire applied skills and knowledge in the following educational areas:

- (1) computing hardware and software;
- (2) internet-based resources;
- (3) application of personal productivity computing resources in education;
- (4) instructional design theory, principles, and processes;
- (5) design, development, and evaluation of educational technology tools and materials;
- (6) multimedia design and development.

The degree allows students to work with the faculty adviser to develop a program of study that emphasizes development of skills and knowledge in a specific aspect of educational technology. All students are required to successfully complete a Practicum.

Graduates will:

- apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems.
- develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy.
- demonstrate knowledge of the field.

Admission Requirements

Students are eligible to pursue graduate-level course work in Educational Technology if they meet COE graduate admission requirements as specified in the COE's Graduate Policies and Regulations section of this catalog.

Degree Requirements

1. Prerequisites

Applicants lacking experience in education will be required to complete a 3-semester-credit-hour prerequisite course: ETEC 3310, Technology Applications for Teachers. Experience in education is defined as one or more years of full-time experience working in a school, college, training or instructional development setting in an instructional-related capacity (e.g., as a teacher, teacher's assistant, tutor, trainer, or instructional designer). Part-time experience equivalent to one year of full-time experience will be acceptable (i.e., two years working half time).

Applicants lacking basic computer skills will be required to take COSC 1315, Computer Literacy. Applicants may demonstrate proficiency with computers by successfully completing a 3-hour, college-level computer literacy course or by passing an approved computing skills test.

2. Required Foundation Courses (9 semester hours)

EDFN 5301 Introduction to Research
 EDFN 5302 Studies in Equality of Educational Opportunities
 ETEC 5300 Educational Technology Foundations

3. Core Courses (18-21 semester hours)

ETEC 5302 Computing Applications in Education
 ETEC 5303 Multimedia Production for Instruction
 ETEC 5304 Instructional Design (required)
 ETEC 5305 Advanced Instructional Design
 ETEC 5310 Internet Resources for Educators
 ETEC 5320 Strategies for Technology Integration

- ETEC 5390 Professional Seminar
- ETEC 5397 Educational Technology Practicum (required)
- COSC 5320 Design and Implementation of Computerized Instructional Systems

4. Electives (6-9 semester hours)

Students working in consultation with the faculty adviser, select an additional six to nine hours of elective courses.

Comprehensive Examination

In addition to successful completion of all courses required for graduation, all students are required to pass a comprehensive written examination taken during their final semester of enrollment.

For Additional Information

Web site: <http://www.tamucc.edu/~edtech/>
Campus Address: Faculty Center, Room 228; phone (361) 825-2347
Mailing Address: Department of Special Services, Unit 5818
College of Education
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412-5818

GRADUATE COURSES

Educational Technology

ETEC 5300. 3 sem. hrs.

EDUCATIONAL TECHNOLOGY FOUNDATIONS

Conceptual foundations of the field of Educational Technology. Considers historical factors that contributed to the development of the field. Considers underlying systems concepts. Introduces major publications and professional organizations in the field. Includes a research project and field trips to sites demonstrating exemplary use of educational technologies.

ETEC 5301. 3 sem. hrs.

APPLICATIONS IN INTEGRATED SOFTWARE

Practical application skills for using record keeping, and mail-merge skills for using integrated software in a school environment. Portfolio that includes materials related to classroom management and communication, record keeping, and instruction will be developed.

ETEC 5302. 3 sem. hrs.

COMPUTING APPLICATIONS IN EDUCATION

Introduction to the uses of microcomputers in the public schools. Emphasis will be placed on both understanding the basic fundamental operation of the microcomputer and its utilization in the schools.

ETEC 5303. 3 sem. hrs.

MULTIMEDIA PRODUCTION FOR INSTRUCTION

A course emphasizing the development of instructional materials and presentations through the use of a variety of current technological inputs. Each student will produce a multimedia presentation related to selected instructional goals. Prerequisite: computer literacy.

ETEC 5304. 3 sem. hrs.

INSTRUCTIONAL DESIGN

Provides an introduction to instructional design theory, principles, and techniques and related learning theories. Considers various instructional design models including the Instructional Systems Development Model. Prerequisite: ETEC 5300.

ETEC 5305. 3 sem. hrs.

ADVANCED INSTRUCTIONAL DESIGN

Specification of research-based instructional strategies for various categories of learning outcomes. Applied use of educational technologies to design and develop instructional materials that are consistent with research findings in the field. Prerequisite: ETEC 5304.

ETEC 5310. 3 sem. hrs.

INTERNET RESOURCES FOR EDUCATORS

Surveys uses of Internet resources for instruction. Considers design standards and software tools for web page development. Considers instructional strategies involving use of Internet resources to support learning.

ETEC 5320. 3 sem. hrs.

STRATEGIES FOR TECHNOLOGY INTEGRATION

A course designed to enable participants to thoughtfully plan for integration of computers and other media in instruction. Considers a rationale for technology integration, learning theory, evaluation of interactive media, strategies for technology integration, and related student assessment.

ETEC 5380. 3 sem. hrs.

EDUCATIONAL TECHNOLOGY FOR ADMINISTRATORS

This course serves the modern administrator regarding problems of use, selection, and management of administrative educational technology at the campus level.

EETEC 5390. 3 sem. hrs.

PROFESSIONAL SEMINAR

Contemporary issues in educational technology; topics vary with professional interests and needs of participants.

EETEC 5397. 3 sem. hrs.

EDUCATIONAL TECHNOLOGY PRACTICUM

On-the-job guided practice in the planning and use of educational technologies and instructional design skills in educational settings. Graded “credit” or “no credit” based upon evaluation by host at the practicum site and

instructor’s review of work completed. Prerequisite: Participants must have completed or must be completing at least 24 semester hours of approved course work to be eligible to complete the practicum.

EETEC 5696. 1-6 sem. hrs.

DIRECTED INDIVIDUAL STUDY

Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.

Elementary Education

MASTER OF SCIENCE

(36 semester hours)

Program Description

This degree is appropriate for persons seeking EC-Grade 4 or Grades 4-8 Initial Teacher Certification. The competencies required for this program are in the area of “Graduate Level Initial Certification.” Advisement must begin in the Certification Office. This program is usually referred to as the Masters and Certification (MAC) program.

Admission Requirements

Students are eligible to pursue graduate-level course work in Elementary Education if they meet COE graduate admission requirements as specified in the COE’s Graduate Policies and Regulations section of this catalog.

Graduates will be able to:

- Design instruction and assessment to promote student learning.
- Provide examples of a positive classroom climate.
- Determine effective, responsive instruction and assessment as teachers.
- Articulate and fulfill professional roles and responsibilities as teachers.
- Design and implement an action research project that utilizes knowledge of the content and pedagogy acquired in the program to inform their teaching.

Degree Requirements

1. Specialization Area-Combination of Subjects (12 semester hours)

- READ 5321 Fundamentals of Elementary Reading Instruction I
 READ 5322 Fundamentals of Elementary Reading Instruction II
 EDCI 5315 Methods of Teaching Mathematics
 EDCI 5316 Methods of Teaching Social Studies OR
 EDCI 5317 Methods of Teaching Science

2. Instructional Methodology (9-15 semester hours)

- EDCI 5305 Special Populations and School Operation
 EDCI 5306 Planning/Teaching/Learning Processes
 EDCI 5307 Classroom Management and the Student
 Internship (if eligible)
 Internship (if eligible)

3. Institutional Requirements and Electives (9-15 semester hours)

- EDCI 5304 Applied Research and Professional Writing
 ETEC 5303 Multimedia Production for Instruction
 3-9 sem. hrs. of electives approved by advisor

Capstone Experience

EDCI 5304, Applied Research and Professional Writing, serves as the capstone experience for the Master of Science degree in Elementary Education. Students will be expected to conduct a formal applied research study that examines the effectiveness of teaching and

learning practices, thereby demonstrating their understanding and ability to integrate program objectives and demonstrate the value of infusing inquiry into practice. The research study will be presented, both orally and in writing, following criteria specified in the course syllabus. Prerequisite: Successful completion of required courses in the specialization area and instructional methodology.

For Additional Information

Web Site: http://education.tamucc.edu/main_gradstudies.html/

Campus address: Faculty Center, Room 228; phone (361) 825-5581

Mailing Address: Department of Teacher Education, Unit 5818

College of Education

Texas A&M University-Corpus Christi

6300 Ocean Drive, Corpus Christi, Texas 78412-5818

Kinesiology

MASTER OF SCIENCE

(36 semester hours)

Program Description

The purpose of the Master of Science in Kinesiology is to educate knowledgeable professionals with a level of skill and ability significantly beyond that of the baccalaureate degrees in kinesiology. The breadth and depth of this knowledge, specialized proficiencies and development of independent creativity provided in this program will allow graduates to practice in and contribute to the profession at a higher level. This program contributes to the professional development of certified physical education teachers as well as addressing the needs of those students interested in exercise science and sports management/administration. Students may choose between a thesis or non-thesis option.

Graduates of the M.S. program in Kinesiology will be able to

- Demonstrate theoretical and practical knowledge in the field of kinesiology.
- Demonstrate knowledge relating to the history and philosophy of kinesiology.
- Apply the principles of exercise physiology and motor development in creating appropriate strength and movement programs for people of all ages.
- Apply selected principles of psychology and sociology to improve human performance.
- Apply the principles of statistics to collect, analyze, and interpret kinesiology related data.

Admission Requirements

Students are eligible to pursue graduate-level course work in Kinesiology if they meet the University and COE graduate admission requirements as specified in the Graduate Policies and Procedures section of this catalog. Additional kinesiology requirements and restrictions are listed below:

1. Applicants must have either: a) a bachelor's degree in kinesiology or a related field, or b) a minimum of 18 semester hours of kinesiology courses. Both scenarios must include Exercise Physiology and Measurement/Evaluation.
2. Graduate Record Examination (GRE) scores are required.
3. The GPA in the student's last sixty hours (minimum 3.0), GPA in his or her kinesiology courses (minimum 3.0), the quality of the writing in the student's goal statement and the GRE score will be utilized for determining admittance to the program.
4. Students may be admitted under "conditional" status. In such cases, the department will follow the procedures that are outlined in the catalog for the university and the College of Education.
5. Students who do not meet the minimum requirements or "conditional" status may petition the department for admission.

The kinesiology graduate program committee will evaluate all applications and is the body that will make admission or denial recommendations.

Degree Requirements

Non-Thesis Option (36 semester hours)

1. **Education Foundation Courses** (3 semester hours)
EDFN 5301 Introduction to Research
2. **Kinesiology Core Courses** (21 semester hours)
KINE 5301 History and Philosophy of Kinesiology
KINE 5308 Organization and Administration of Kinesiology
KINE 5311 Statistics in Kinesiology
KINE 5312 Exercise Physiology of Sport Performance
KINE 5327 Qualitative Motion Analysis
KINE 5338 Motor Development
KINE 5340 Mental and Emotional Aspects of Motor Performance.
3. **Applied Electives** (9 semester hours)
With advisor approval, students may select graduate courses from colleges or disciplines that best meet their professional needs.
4. **Graduate Project in Progress KINE 5397** (3 semester hours)
Students are required to successfully complete a capstone project under the direction and supervision of their graduate advisor and committee members. The graduate project should be completed during the student's last semester.
5. **Exit Requirement**
The exit requirement for the 'non-thesis option' is a written comprehensive exam.

Thesis Option (36 semester hours)

1. **Education Foundation Courses** (3 semester hours)
EDFN 5301 Introduction to Research
2. **Kinesiology Core Courses** (21 semester hours)
KINE 5301 History and Philosophy of Kinesiology
KINE 5308 Organization and Administration of Kinesiology
KINE 5311 Statistics in Kinesiology
KINE 5312 Exercise Physiology of Sport Performance
KINE 5327 Qualitative Motion Analysis
KINE 5338 Motor Development
KINE 5340 Mental and Emotional Aspects of Motor Performance
3. **Applied Electives** (6 semester hours)
With advisor approval, students may select graduate courses from colleges or disciplines that best meet their professional needs.
4. **Thesis in Progress – KINE 5698** (6 semester hours)
Students are required to successfully complete a thesis under the direction and supervision of their thesis chair and committee members. There is a thesis defense at the completion of the student's thesis; it serves as the capstone experience.
5. **Exit Requirement**
The exit requirement for the 'thesis option' is the student's thesis defense.

Academic Standards

Students pursuing a Master of Science Degree in Kinesiology must maintain the following standards:

1. A cumulative GPA of 3.0 or better.
2. Only two courses with grades of C can be applied to the degree.
3. No course with a grade below a C will be applied toward a degree.

4. All requirements, including coursework at Texas A&M University-Corpus Christi and transfer credit coursework, must be completed within seven (7) calendar years from the date of initial enrollment in coursework.

Transfer of Graduate Credits

No more than nine hours of graduate level study may be transferred from another institution to a student's degree plan. These hours must be from regionally accredited institutions of higher education and recommended by the kinesiology program graduate committee. No course with a grade of less than 'B' will be accepted as transfer credit.

Course Sequencing

Mandated sequencing of courses applies only to EDFN 5301 Introduction to Research, KINE 5397 Graduate Project in Progress and KINE 5698 Thesis in Progress. Students must complete the research course within their first twelve semester hours. Both KINE 5397 and KINE 5698 must be taken during the student's last semester. Beyond these program and other university or college restrictions, no other course sequencing requirements apply.

For Additional Information

Web site: <http://kinesiology.tamucc.edu/>

Campus Address: Faculty Center, Room 228

Mailing Address: Kinesiology Graduate Committee Chair
Department of Kinesiology
Texas A&M University-Corpus Christi
6300 Ocean Drive, Unit 5818
Corpus Christi, TX 78412-5818

Phone: (361) 825-6072

GRADUATE COURSES

KINE 5301. 3 sem. hrs.

HISTORY AND PHILOSOPHY OF KINESIOLOGY

A study of the general historical and philosophical perspectives and influences as they relate to kinesiology. This course will also explore the historical influence of gender and multicultural (diversity) issues that impacted philosophical perspectives in the field of kinesiology and the study of movement over time.

KINE 5308. 3 sem. hrs.

ORGANIZATION AND ADMINISTRATION OF KINESIOLOGY

Principles, practices and applied procedures in the organization, administration and supervision of school physical education programs.

KINE 5310. 3 sem. hrs.

SPORT IN SOCIETY

A perspective of the nature and value of the study of the sociological aspects of sport. This course is designed to enhance the knowledge and methodology of research in sport sociology. Also explores emerging social issues that are germane to a sports environment and discusses solutions to those problems.

KINE 5311. 3 sem. hrs.

STATISTICS IN KINESIOLOGY

A study of basic statistical concepts and their application to research problems in kinesiology. Topics include issues related to descriptive and inferential statistics.

KINE 5312. 3 sem. hrs.

EXERCISE PHYSIOLOGY OF SPORT PERFORMANCE

This course expands basic undergraduate exercise physiology principles and focuses on the role of exercise physiology in sports performance, applied and research settings..

KINE 5327 3 sem. Hrs.

QUALITATIVE MOTION ANALYSIS

An interdisciplinary approach to the qualitative analysis of human movement. Emphasis will be placed on the utilization of video capture and motion analysis software.

KINE 5338. 3 sem. hrs.

MOTOR DEVELOPMENT

A study of the theory and application of human motor development as it applies to the acquisition of motor skills as humans age. The course also addresses the regression processes of aging.

KINE 5340. 3 sem. hrs.

MENTAL AND EMOTIONAL ASPECTS OF MOTOR PERFORMANCE

A study of the theory and application of psychology as it applies to human behavior in sport and physical activity.

KINE 5390. 1-3 sem. hrs.

PROFESSIONAL SEMINAR

Contemporary issues in Kinesiology: topics vary with professional identification of participants.

KINE 5397. 1-3 sem. hrs.

GRADUATE PROJECT IN PROGRESS

The graduate project serves as a capstone experience applying the knowledge gained in this program. The

project may be a research project with data collection; annotated bibliography or a theory-based paper with no data collection; or an internship. A written paper detailing the entire process, goals and objectives, and outcomes is also required at the completion of the project. Students are required to successfully complete a capstone project under the direction and supervision of their graduate advisor and committee members. Students must have completed EDFN 5301 Introduction to Research prior to enrolling in this course. In addition, the graduate project should be completed during the student's last semester.

KINE 5696.**1-6 sem. hrs.****DIRECTED INDIVIDUAL STUDY**

Investigative study on selected problems by students with particular needs. Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.

KINE 5698.**6 sem. hrs.****THESIS IN PROGRESS**

Students are required to successfully complete a thesis under the direction and supervision of the thesis chair and committee members. There is a thesis defense at the completion of the student's thesis.

Occupational Training and Development

(No new students will be admitted into the Master of Science in Occupational Training and Development program starting with the Fall 2006 semester.)

MASTER OF SCIENCE

(36 semester hours)

Program Description

This degree is designed to prepare students for leadership in improving training and development programs in secondary schools, post-secondary institutions, and industry. Students develop skills in organization and administration, career and technology research, curriculum planning, and personnel supervision.

Graduates will:

- demonstrate knowledge and skills of the role of occupational instructors/supervisors.
- demonstrate knowledge and skills of instructional strategies to foster achievement and growth for their respective students in the occupational training environment.
- develop curriculum appropriate to their occupational training specialization.
- demonstrate the ability to analyze OCTD programs and develop research proposals.

Admission Requirements

Students are eligible to pursue graduate-level course work in Occupational Training and Development if they meet COE graduate admission requirements as specified in the COE's Graduate Policies and Regulations section of this catalog.

Degree Requirements

1. Institutional Requirements (6 semester hours)

- | | |
|-----------|--|
| EDFN 5301 | Introduction to Research |
| EDFN 5302 | Studies in Equality of Educational Opportunities |

2. Specialization Area (21 semester hours from the following)

- | | |
|-----------|---|
| OCTD 4305 | Methods of Teaching Career and Technology Education Subjects |
| OCTD 4335 | Development, Organization and Use of Instructional Materials |
| OCTD 4336 | Shop and Classroom Organization and Management |
| OCTD 4337 | Selection, Placement and Follow up in Career and Technology Education |
| OCTD 4338 | Human Relations for Career and Technology Education Teachers |
| OCTD 4339 | History of Career and Technology Education Training |
| OCTD 4387 | Career and Technology Education for the Exceptional Child |
| OCTD 4340 | Analysis and Course Making |

- OCTD 5310 Career and Technology Education Assessment for Careers
- OCTD 5311 Occupational Training for Special Populations
- OCTD 5313 Problems in Cooperative Training
- OCTD 5314 Organization and Administration of OCTD
- OCTD 5318 Research and Analysis for OCTD
- OCTD 5320 Curriculum Development for OCTD
- OCTD 5321 Principles and Practices of Career and Technology Education Guidance
- OCTD 5397 Internship in Occupational Training and Development

3. Applied Electives (9 semester hours)

Courses must be approved by the faculty adviser.

No more than 12 semester hours of undergraduate courses offered for graduate credit will count for the master's degree.

4. Capstone Experience

All students will engage in a capstone experience within OCTD 5318 Research and Analysis for OCTD.

Trade and Industrial Education Teacher Certification (Grades 8-12)

Students seeking certification to teach one of the courses related to the Trade and Industrial Education (T&I) discipline at the secondary level (Grade 8-12) must comply with the following requirements. The student must first adhere to University admission requirements (see Admission section of the catalog). The student is also required to complete a TB screening and a criminal background check.

Placement in the T&I classroom is subject to the approval of the student's Statement of Qualifications (SOQ) form. In addition, the student will be required to be the teacher of record for one year at the secondary level in a public school to be considered for T&I certification. As a part of this admittance process the student will be provided with a certification plan. Registration in OCTD 4698 and employment with a school district will allow the student to obtain a **Probationary Certificate**. The **Probationary Certificate** is a one-year certificate that may be renewed for two additional years. The certification courses follow:

- OCTD 4305 Methods of Teaching Career and Technology Education
- OCTD 4335 Development, Organization and Use of Instructional Materials
- OCTD 4336 Shop and Classroom Organization and Management
- OCTD 4337 Selection, Placement and Follow-up in Career and Technology Education
- OCTD 4338 Human Relations for Career and Technology Education
- OCTD 4340 Analysis and Coursemaking
- OCTD 4698 Occupational Training and Development Internship

Other requirements for completion of the T&I certification program include obtaining completion certificates by attending the **New Teacher's Workshop** and the **T&I Teacher's Summer Improvement Conference**, which are sponsored by the Texas Education Agency.

Once the student has completed all certification requirements he/she will be given the appropriate bar code for the **TIE-PPR TExES** exam. After the student passes the TExES exam, he/she will be eligible to apply for and be recommended for the secondary **Standard Teaching Certificate for T&I** teachers.

The T&I teacher certification may be used toward a Master of Science degree in Occupational Training and Development. The T&I teacher certification requirements meet or exceed the certification standards as described in the Texas Administrative Code (TAC), Title 19, Part 7, Chapter 230, Subchapter P, Rule 230.483.

For Additional Information

Campus Address: Faculty Center, Room 228; phone (361) 825-2347
 Mailing Address: Department of Special Services, Unit 5818
 College of Education
 Texas A&M University-Corpus Christi
 6300 Ocean Drive
 Corpus Christi, Texas 78412-5818

GRADUATE COURSES**Occupational Training and Development****OCTD 5310.** 3 sem. hrs.**ASSESSMENT FOR CAREER AND TECHNOLOGY EDUCATION**

A course designed to provide career education and technology instructors, counselors, and administrators with the knowledge and skills required to choose, administer and interpret aptitude, interest, and other appropriate instruments used to assist in making career decisions.

OCTD 5311. 3 sem. hrs.**OCCUPATIONAL TRAINING FOR SPECIAL POPULATIONS EDUCATION**

Strategies and procedures for on-the-job training as well as instructional laboratory training of individuals with disabilities. This course includes the survey of applicable legislation and the identification of appropriate career counseling theories.

OCTD 5313. 3 sem. hrs.**PROBLEMS IN COOPERATIVE TRAINING**

Establishing and maintaining cooperative education programs, related laws and regulations, student selection; business and industrial coordination; special problems of the cooperative program.

OCTD 5314. 3 sem. hrs.**ORGANIZATION AND ADMINISTRATION OF OCCUPATIONAL TRAINING AND DEVELOPMENT**

The administration of occupational training and development programs with emphasis on the implementation and operation of programs as specified by local, state and federal regulations.

OCTD 5318. 3 sem. hrs.**RESEARCH AND ANALYSIS FOR OCCUPATIONAL TRAINING AND DEVELOPMENT**

This course is the culminating course in Master of Science Degree in Occupational Training and Development. Field experiences, current trends in OCTD research and the critical examination of selected research studies will be stressed. Information from previous OCTD classes will be used with new information from

this class to develop, implement and evaluate action research. Prerequisites: Completion of 18 semester hours of OCTD graduate level courses; completion of EDFN 5301.

OCTD 5320. 3 sem. hrs.**CURRICULUM DEVELOPMENT FOR OCCUPATIONAL TRAINING AND DEVELOPMENT PROGRAMS**

Applied practices of curriculum development will be covered. The development and improvement process will be stressed.

OCTD 5321. 3 sem. hrs.**PRINCIPLES AND PRACTICES OF CAREER AND TECHNOLOGY EDUCATION GUIDANCE**

Purposes and functions of a guidance program; group guidance procedures; components of a career and technology education guidance program; techniques of providing career and technology education guidance services for elementary and secondary students and adults.

OCTD 5390. 3 sem. hrs.**SELECTED TOPICS**

Contemporary issues in Occupational Education: topics vary with professional identification of participants.

OCTD 5397. 3 sem. hrs.**INTERNSHIP IN OCCUPATIONAL TRAINING AND DEVELOPMENT**

On-the-job experience in the practical aspects of occupational training and development; modification of techniques for particular situations; design and use of basic occupational training and development models and activities; preparing materials; working with instructors and training administrators in actual occupational training and development problems. Grade assigned will be "credit" (CR) or "no credit" (NC).

OCTD 5696. 1-6 sem. hrs.**DIRECTED INDIVIDUAL STUDY**

Investigative study on selected problems by students with particular needs. Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.

Reading

The COE offers the Master of Science degree in Reading, as well as the Doctor of Education degree with a major in Curriculum and Instruction and an emphasis in Reading. The master's degree program is discussed below. Information on the doctoral program may be found in the "Curriculum and Instruction" section.

MASTER OF SCIENCE

(36 semester hours)

Program Description

The Master of Science degree in Reading has been designed for the student to earn a master's degree with the option of applying coursework to two additional certifications: Reading Specialist and/or Master Reading Teacher. In order to receive additional certificates, the students must also successfully complete the TExES or the Master Reading Teacher test as required by the state. Students also have the option of choosing a cognate area of study in lieu of the certification options. Additionally, students who have not completed a graduate or undergraduate course in children's literature within the past three years must take READ 5381.

Graduates of the Master of Science in Reading should be able to:

- demonstrate an ability to work with students of differing abilities in literacy,
- describe the major components in a comprehensive reading program, and
- conduct and present a project relevant to their professional needs.

Admission Requirements

Students are eligible to pursue graduate-level course work in Reading if they meet COE graduate admission requirements as specified in the COE's Graduate Policies and Regulations section of this catalog.

Degree Requirements

The requirements for the Reading master's degree are 36 semester credit hours, including 24 semester hours in Reading and an additional 3-credit research course. The additional 9 semester hours needed to complete the Reading master's degree depend on the choices a student makes regarding certification (i.e., Reading Specialist and/or Master Reading Teacher). The student choosing to receive a master's degree in Reading with a cognate in another area of specialization needs to consult with appropriate department chairs for requirements of 9 semester hours. The student choosing to receive a Reading Specialist Certificate and Master Reading Teacher Certificate needs to consult with appropriate reading faculty.

- 1. Foundation Course** (3 semester hours)
EDFN 5301 Introduction to Research
- 2. Reading Requirements** (24 semester hours)
READ 5345 Stages and Standards for Reading Development
READ 5350 Multicultural Literacy
READ 5371 Diagnosis and Correction of Reading Problems
READ 5392 Psycho-Sociolinguistics and Reading
**READ 5395 Leadership and Literacy
READ 5697 Reading Practicum
READ 5396 Literacy Research Seminar
9 hours of Electives can be taken from #3 or #4.
- 3. Electives for Reading Specialist Certificate and Master Reading Teacher**
(9 semester hours)
READ 5381 Advanced Studies in Literature for Children and Adolescents
READ 5310 Emergent Literacy
READ 5314 College/Adult Literacy
READ 5346 Trends and Issues in Literacy
READ 5352 Theoretical Models of Reading and Writing

READ 5355	Teaching Literacy Through Technology
*READ 5369	Content Area Reading
**READ 5372	Classroom Assessment and Instruction
READ 5393	Literacy Curriculum & Supervision
READ 5390	Special Topics

*Required for Reading Specialist

**Required for Master Reading Teacher

4. Cognate in One of the Following Areas of Specialization (9 semester hours)

Bilingual Education - Consult the Advisor

Early Childhood Education - Consult the Advisor

Curriculum and Instruction - Consult the Advisor

English - Consult the English Advisor

Capstone Experience - All students will engage in a capstone experience within READ 5396 - Literacy Research Seminar.

For Additional Information

Campus Address: Early Childhood Development Center; Room 219D
phone (361) 825-3201

Mailing Address: Department of Curriculum and Instruction, Unit 5834
College of Education
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412-5834

Web Page: http://education.tamucc.edu/main_gradstudies.html

GRADUATE COURSES

Reading

READ 5310. 3 sem. hrs.
EMERGENT LITERACY

Language acquisition and functions of language are explored for beginning literacy (K-3). Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of the language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabularies, concepts about print, and auditory discrimination.

READ 5314. 3 sem. hrs.
COLLEGE/ADULT LITERACY

This course will focus on the characteristics and needs of college and adult learners. Theories and research on reading, writing, and study processes of college and adult students will be explored. Students will learn about program design, teaching/learning strategies, and assessment procedures appropriate for developmental college students and adult education.

READ 5321. 3 sem. hrs.
**FUNDAMENTALS OF ELEMENTARY
READING INSTRUCTION I**

This course includes a study of methods, materials, and strategies for teaching reading. It is designed to provide graduate students with professional knowledge

concerning current research, philosophical perspectives, essential program components, and pedagogical strategies essential to the teaching of reading. Enrollment limited to graduate students seeking initial teacher certification.

READ 5322. 3 sem. hrs.
**FUNDAMENTALS OF ELEMENTARY
READING INSTRUCTION II**

This course includes a study of theoretical, research, and pedagogical aspects of the reading-writing connection for grades 4-8 students. There will also be an emphasis on content area reading and study skills as well as the writing process. Enrollment limited to graduate students seeking initial certification.

READ 5323. 3 sem. hrs.
**FUNDAMENTALS OF SECONDARY
READING INSTRUCTION**

This course is designed to provide graduate students with professional knowledge concerning current research, theory, essential program components, and pedagogical strategies in secondary literacy. Application of strategies to the reading, writing, and learning needs to adolescents will be emphasized. Areas of consideration will include classroom assessment of literacy study reading, and integrating trade books into the content classroom. Enrollment limited to graduate students seeking initial certification.

READ 5345. 3 sem. hrs.
STAGES AND STANDARDS FOR READING DEVELOPMENT

This course emphasizes effective reading practices that reflect state content and performance standards. Particular emphasis is placed on the interrelated components of reading and how these components apply during reading instruction. Additionally, equal emphasis is placed on primary, middle school, and high school students. This course is required for the Master Reading Teacher Certificate.

READ 5346. 3 sem. hrs.
TRENDS AND ISSUES IN LITERACY

A systematic examination of reading instruction philosophy and foundation. Emphasizes instructional technique and problems that are inherent in the normal classroom.

READ 5350. 3 sem. hrs.
MULTICULTURAL LITERACY

This course is designed to enable students to acquire knowledge of (1) theory and research in multicultural literacy, (2) ways that multiculturalism articulates with literacy learning, and (3) strategies and techniques for effectively implementing a multicultural literacy program. This course is required for the Master Reading Teacher Certificate.

READ 5352. 3 sem. hrs.
THEORETICAL MODELS OF READING AND WRITING

This course is designed to provide teachers opportunities to expand their knowledge of the theoretical ways in which reading and writing processes are related and the practical ways in which these parallel processes can be incorporated into the literacy curriculum.

READ 5355. 3 sem. hrs.
TEACHING LITERACY THROUGH TECHNOLOGY

This course provides teachers an opportunity to explore research on the use of computers and related technology to (a) develop a more responsive literacy curriculum, and (b) determine literacy management and evaluation procedures in the technology environment.

READ 5357. 3 sem. hrs.
CRITICAL LITERACY

This course is designed to (a) acquaint students with the theoretical and philosophical foundations of critical literacy, (b) help students expand the lens through which literacy in schools may be viewed, and (c) help them develop a language of critique for analyzing the impact of social, political, and economic contexts on teachers' and students' literacy activity.

READ 5369. 3 sem. hrs.
CONTENT AREA READING

This course is designed to acquaint students with the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students' abilities to learn through text-based instruction, (b) ways to promote the acquisition of study skills, and (c) ways for a teacher to assist marginal readers in a classroom situation.

READ 5371. 3 sem. hrs.
DIAGNOSIS AND CORRECTION OF READING PROBLEMS

In this course students learn techniques for diagnosis and correction of reading problems as they work with children experiencing difficulty in learning to read. Prerequisite: 6 hours of graduate Reading including READ 5345.

READ 5372. 3 sem. hrs.
CLASSROOM ASSESSMENT AND INSTRUCTION

This course emphasizes the selection and administration of appropriate reading assessments for all students. Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literacy learning for all learners. This course is required for the Master Reading Teacher Certificate. Prerequisite: READ 5345.

READ 5381. 3 sem. hrs.
EXPLORING THE LITERATURE OF CHILDREN AND ADOLESCENTS

This course will examine the historical, social, and pedagogical developments of the field of literature for children and adolescents.

READ 5390. 3 sem. hrs.
PROFESSIONAL SEMINAR: SPECIAL TOPICS IN LITERACY

Topics in literacy vary.

READ 5392. 3 sem. hrs.
PSYCHO-SOCIOLINGUISTICS AND READING

This course explores the psychology of language as well as the social semiotics of language learning. Theories of cognition and sociolinguistics will be examined as they relate to literacy development in regular and specialized learning contexts. Prerequisites: 6 hours of graduate Reading including READ 5345.

READ 5393. 3 sem. hrs.
LITERACY CURRICULUM AND SUPERVISION

This course will examine components of comprehensive reading programs in schools and districts. Strategies for literacy curriculum design and staff development will be explored. Emphasis will be on the literacy professional as a change agent and promoter of educational innovation. Prerequisites: 15 hours of graduate Reading including READ 5345, READ 5371, and READ 5392.

READ 5395. 3 sem. hrs.
LEADERSHIP AND LITERACY

This course emphasizes "how to" disseminate reading research to critical stakeholders involved in education. Techniques include, but are not limited to, coaching, collaborating, mentoring, and consulting with colleagues. This course is required for the Master Reading Teacher Certificate. Prerequisite: READ 5345.

READ 5396. 3 sem. hrs.
LITERACY RESEARCH SEMINAR

Seminar is the culminating course in the graduate reading concentration. Current trends in literacy research, the critical examination of selected research studies, and the self-evaluation of professional needs and interests

are included. This course calls for students to integrate information from previous classes with new information presented in this class in order to develop, implement, and evaluate action-based research. Prerequisites: 21 hours of graduate Reading including READ 5345, READ 5371, and READ 5392.

READ 5696. 1-6 sem. hrs.

DIRECTED INDIVIDUAL STUDY

Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.

READ 5697. 6 sem. hrs.

READING PRACTICUM

In this course students will have an opportunity to apply their knowledge of reading instruction by teaching children and youth with reading difficulties. In addition, students will gain knowledge of: the organization and management of the reading program, and early intervention strategies and programs. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies on the children and youth being tutored. Some emphasis will also be placed on the many roles of the reading professional. Prerequisites: 9 hours of graduate reading including READ 5345 and READ 5371.

READ 6310. 3 sem. hrs.

EMERGENT LITERACY

In this course, language acquisition and functions of language are explored for beginning literacy P-4. Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabulary, concepts about print, and auditory discrimination. Students who took this course as READ 5310 may not take the course as READ 6310.

READ 6314. 3 sem. hrs.

COLLEGE/ADULT LITERACY

This course will focus on the characteristics and needs of college and adult learners. Theories and research on reading, writing, and study processes of college and adult students will be explored. Students will learn about program design, teaching/learning strategies, and assessment procedures appropriate for developmental college students and adults. In addition, doctoral students will study topics related to training adults in professional situations education. Students who took this course as READ 5314 may not take the course as READ 6314.

READ 6345. 3 sem. hrs.

STAGES AND STANDARDS FOR READING DEVELOPMENT

This course emphasizes effective reading practices that reflect state content and performance standards. Particular emphasis is placed on the interrelated components of reading and how these components apply during reading instruction. Equal emphasis is placed on primary, middle school, and high school students. This course is required for the Master Reading Teacher Certificate. Doctoral students will complete a major

research paper on a topic to be approved by the professor. Students who took this course as READ 5345 may not take the course as READ 6345.

READ 6350. 3 sem. hrs.

MULTICULTURAL LITERACY

This is a graduate level course that focuses on issues pertaining to multicultural literacy and biliteracy. This course examines the educational issues confronting English Language Learners (ELL) and culturally and linguistically diverse students (CLD) in our schools today. Doctoral students will design case study scenarios, make presentations to the class and write a research paper on a multicultural literacy/biliteracy topic. Students who took this course as READ 5350 may not take the course as READ 6350.

READ 6352. 3 sem. hrs.

THEORETICAL BASES FOR LITERACY

This course is designed to provide teachers opportunities to expand their knowledge of the theoretical ways in which reading and writing processes are related and the practical ways in which these parallel processes can be incorporated into the literacy curriculum.

READ 6357. 3 sem. hrs.

CRITICAL LITERACY

This course is designed to (a) acquaint students with the theoretical and philosophical foundations of critical literacy, (b) help students expand the lens through which literacy in schools may be viewed, and (c) help them develop a language of critique for analyzing the impact of social, political, and economic contexts on teachers' and students' literacy activity. Students who took this course as READ 5357 may not take the course as READ 6357.

READ 6369. 3 sem. hrs.

CONTENT AREA READING

This course is designed to acquaint graduate students with the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students' abilities to learn through text based instruction, (b) ways to promote the acquisition of study skills, and (c) ways for a teacher to assist marginal readers in a classroom situation. Doctoral students enrolled in this course will be expected to complete all assignments designated for the master's level students and also complete additional specified assignments. Students who took this course as READ 5369 may not take the course as READ 6369.

READ 6371. 3 sem. hrs.

DIAGNOSIS AND CORRECTION OF READING PROBLEMS

In this course, students will become aware of the factors that influence reading achievement through the study and implementation of various assessments. Some attention will also be paid to instructional strategies. The primary focus will be on children who are having difficulty reading. Students who took this course as READ 5371 may not take the course as READ 6371.

READ 6372. 3 sem. hrs.

CLASSROOM ASSESSMENT AND INSTRUCTION

This course emphasizes the selection and administration of appropriate reading assessments for all students.

Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literacy learning for all learners. Students who took this course as READ 5372 may not take the course as READ 6372.

READ 6380. 3 sem. hrs.
ADVANCED STUDIES IN LITERATURE FOR CHILDREN AND ADOLESCENTS

This course will examine the historical, social, and pedagogical developments of the field of literature for children and adolescents.

READ 6390. 3 sem. hrs.
SPECIAL TOPICS IN READING

This course addresses contemporary issues in education. Topics vary.

READ 6391. 3 sem. hrs.
EVALUATION OF LITERACY METHODS, MATERIALS, AND ASSESSMENT

This course is designed to provide reading professionals with the knowledge and strategies to evaluate literacy-related materials, methodologies, and assessment. Students will develop a process to evaluate teacher-produced and commercial materials.

READ 6392. 3 sem. hrs.
PSYCHO-SOCIOLINGUISTICS AND READING

This course explores the psychology and the social semiotics of language and their relationship to literacy teaching and learning. Theories of cognition and sociolinguistics will be examined as frameworks for better understanding literacy development. Semiotics is the study of the signs and symbols of language and deals with their functions in the syntactic, semantic, and pragmatic use of language. Doctoral students will complete a major research paper on a topic to be approved by the professor. Students who took this course as READ 5392 may not take the course as READ 6392.

READ 6393. 3 sem. hrs.
LITERACY CURRICULUM AND SUPERVISION

This course will examine components of comprehensive reading programs in schools and districts. Strategies for literacy curriculum design and staff development will be explored. Emphasis will be on the literacy professional as a change agent and promoter of educational innovation. Prerequisites: 9 hours of graduate Reading including READ 5345/6345, READ 5371/6371, and READ 5392/6392. Students who took this course as READ 5393 may not take the course as READ 6393.

READ 6395. 3 sem. hrs.
CLASSROOM APPLICATION IN READING

This course emphasizes "how to" disseminate reading research to critical stakeholders involved in education. Techniques include, but are not limited to, coaching, collaborating, mentoring, and consulting with colleagues. This course is required for the Master Reading Teacher Certificate. Students who took this course as READ 5395 may not take the course as READ 6395.

READ 6396. 3 sem. hrs.
LITERACY RESEARCH SEMINAR

In this doctoral-level course in reading/literacy research, attention goes to historical and current trends in literacy

research, the critical examination of selected reading research studies, and self-analysis of personal and professional interests and needs. This course calls for students to integrate information from previous graduate classes with information presented in this class to analyze and implement reading/literacy research. Doctoral students enrolled in this course will be expected to complete all assignments designated for the master's level students and also complete additional specified assignments. (Prerequisite: Six graduate hours in Reading coursework.) Students who took this course as READ 5396 may not take the course as READ 6396.

READ 6399. 3 sem. hrs.
ADVANCED LITERACY RESEARCH SEMINAR

This course is designed to familiarize students with (a) historical avenues of literacy research, (b) current trends in literacy research, and (c) procedures for conducting personal research leading to a doctoral dissertation in some aspect of literacy education.

READ 6697. 6 sem. hrs.
READING CLINIC PRACTICUM

In this course students will have an opportunity to apply their knowledge of reading instruction by teaching children with reading difficulties. In addition, students will gain knowledge of strategies for comprehension, word recognition and study skills. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies on the youngsters being tutored. Some emphasis will also be placed on the many roles of the reading professional. Doctoral students must do both a literacy leader presentation and a conference presentation; masters students will have a choice of one of these. Doctoral students will make a presentation on a course-related topic at the Texas A&M University-Corpus Christi Reading Conference, or an appropriate regional or national educational conference. Doctoral students must also do a Reflection on the Role of the Reading Professional (RroRP). (Prerequisites: READ 5371 or READ 6371.) Students who took this course as READ 5697 may not take the course as READ 6697.

READ 6698. 3 sem. hrs.
ADVANCED READING SUPERVISION PRACTICUM

In this course, reading specialists will be provided with an opportunity to apply their supervisory skills in a practical situation. Students will observe and evaluate inservice teachers, as well as make suggestions for improvement. Course requirements include completion of teacher evaluation summaries; development of observation forms; description of a district-wide reading program; and planning and implementation of an inservice workshop. Prerequisite: READ 5697 or READ 6697, READ 6391, READ 6352, EDLD 6333, EDLD 6392.

Secondary Education

MASTER OF SCIENCE

(36 semester hours)

Program Description

This degree is appropriate for persons seeking Grades 8-12 or EC-Grade 12 initial Teacher Certification. The competencies required for this program are in the area of “Graduate Level Initial Certification.” Advisement must begin in the Certification Office. This program is usually referred to as the Masters and Certification (MAC) program.

Graduates will be able to:

- Design instruction and assessment to promote student learning.
- Provide examples of a positive classroom climate.
- Determine effective, responsive instruction and assessment as teachers.
- Articulate and fulfill professional roles and responsibilities as teachers.
- Design and implement an action research project that utilizes knowledge of the content and pedagogy acquired in the program to inform their teaching.

Admission Requirements

Students are eligible to pursue graduate-level course work in Secondary Education if they meet COE graduate admission requirements as specified in the COE’s Graduate Policies and Regulations section of this catalog.

Degree Requirements

1. **Specialization Area** (12 semester hours)
 READ 5323 Fundamentals of Secondary Reading Instruction
 Other choices from academic or endorsement area with faculty advisor’s approval.
2. **Instructional Methodology** (12-18 semester hours)
 EDCI 5305 Special Populations and School Operations
 EDCI 5306 Planning/Teaching/Learning Processes
 EDCI 5307 Classroom Management and the Student
 EDCI 5308 Strategies for Teaching Secondary School
 Internship (if eligible)
 Internship (if eligible)
3. **Institutional Requirements and Electives** (6-12 semester hours)
 EDCI 5304 Applied Research and Professional Writing
 ETEC 5303 Multimedia Production for Instruction
 0-6 semester hours of electives with advisor’s approval

Capstone Experience

EDCI 5304, Applied Research and Professional Writing, serves as the capstone experience for the Master of Science degree in Secondary Education. Students will be expected to conduct a formal applied research study that examines the effectiveness of teaching and learning practices, thereby demonstrating their understanding and ability to integrate program objectives and demonstrate the value of infusing inquiry into practice. The research study will be presented, both orally and in writing, following criteria specified in the course syllabus. Prerequisite: Successful completion of required courses in the specialization area and instructional methodology.

For Additional Information

Campus Address: Faculty Center, Room 228; phone (361) 825-5581

Mailing Address: Department of Teacher Education, Unit 5818

College of Education

Texas A&M University-Corpus Christi

6300 Ocean Drive

Corpus Christi, Texas 78412-5818

Special Education

MASTER OF SCIENCE

(36 semester hours)

Program Description

The primary objective of this degree is to provide students with an eclectic program in special education that interfaces theory and pedagogy from both the language minority education and special education areas. Students will receive specialized training that is unique and specific to the needs of language majority and language minority exceptional students. The competencies will include: (1) foundations for understanding linguistically and culturally diverse students and exceptional children, (2) first and second language acquisition, (3) cultural variables and their effects on behavior, teaching and learning, (4) second language teaching methodology to develop reading and language skills, and (5) second language teaching methodology to facilitate content-area learning and practical problem solving. Students will also receive training in social and behavior intervention strategies and consultation strategies.

Graduates will:

- demonstrate knowledge of individuals with disabilities.
- evaluate the needs of individuals with disabilities.
- demonstrate knowledge of fostering learning and development for individuals with disabilities.
- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator.

Admission Requirements

Students are eligible to pursue graduate-level course work in Special Education if they meet COE graduate admission requirements as specified in the COE's Graduate Policies and Regulations section of this catalog.

Degree Requirements

1. Foundation Courses (9 semester hours)

- | | |
|-----------|--|
| EDFN 5301 | Introduction to Research |
| BIEM 5345 | Developmental Linguistics |
| SPED 5385 | Foundations in Language Minority Special Education |

2. Core Classes (15-21 semester hours)

- | | |
|-----------|--|
| SPED 5315 | Exceptional Children and Youth in the Schools |
| SPED 5320 | Application of Learning Principles |
| SPED 5380 | Children and Adolescents with Behavior Disorders |
| SPED 5386 | Reading and Language Strategies for Exceptional Children |
| SPED 5387 | Content-Area Strategies for Exceptional Children |
| SPED 5388 | Current Issues in Special Education |
| SPED 5397 | Special Education Practicum |

3. Electives (6 - 12 semester hours)

Six to twelve semester credit hours of elective education courses are to be chosen in consultation with the faculty advisor.

Educational Diagnostician Certificate (33 semester hours)

1. Curriculum and Instruction (12 semester hours)

- | | |
|-----------|--|
| BIEM 5345 | Developmental Linguistics |
| SPED 5315 | Exceptional Children and Youth in the Schools |
| SPED 5386 | Reading and Language Strategies for Exceptional Children |
| SPED 5387 | Content-Area Strategies for Exceptional Children |

- 2. Related Area** (9 semester hours)
 CNEP 5371 Psychometrics
 CNEP 5374 Individual Intelligence Testing
 SPED 5310 Psychoeducational Testing
- 3. Specialization Area** (12 semester hours)
 SPED 5320 Applications of Learning Principles
 SPED 5380 Children and Adolescents with Behavior Disorders
 CNEP 5310 Career and Vocational Assessment
 SPED 5399 Individualized Programs for Exceptional Children: Practicum

To be certified as an Educational Diagnostician, the student must have a master's degree and successfully complete the 33 semester hours for Educational Diagnostician Certification.

Comprehensive Examination

In addition to successful completion of all courses required for graduation, all students are required to pass a comprehensive written examination taken during their final semester of enrollment.

For Additional Information

Web site: <http://www.tamucc.edu/~spedweb/mssped.html>

Campus Address: Faculty Center, Room 228; phone (361) 825-2347

Mailing Address: Department of Special Services, Unit 5818
 College of Education
 Texas A&M University-Corpus Christi
 6300 Ocean Drive
 Corpus Christi, Texas 78412-5818

GRADUATE COURSES

Special Education

SPED 5310. 3 sem. hrs.

PSYCHOEDUCATIONAL TESTING

Provides the competencies needed to be proficient in individual testing, scoring, and interpretation of tests for individual psychoeducational assessment within the context of special education. Instructor's permission required. Prerequisites CNEP 5371 and CNEP 5374.

SPED 5315. 3 sem. hrs.

EXCEPTIONAL CHILDREN AND YOUTH IN THE SCHOOLS

Basic information and skills for working with exceptional individuals in a variety of settings. Includes current trends, issues and research pertaining to exceptional persons.

SPED 5320. 3 sem. hrs.

APPLICATION OF LEARNING PRINCIPLES

This course trains teachers, administrators, counselors and diagnosticians to use a variety of applied learning principles to increase student learning and minimize disruptive behavior.

SPED 5324. 3 sem. hrs.

SURVEY OF ASSISTIVE TECHNOLOGY

This course is an introduction to assistive technology for individuals with disabilities.

SPED 5325. 3 sem. hrs.

TECHNOLOGY FOR INCLUSION

This course will focus on the use of assistive technology to support and facilitate inclusion of students with disabilities in the classroom. Prerequisite: ETEC 5301.

SPED 5326. 3 sem. hrs.

ASSISTIVE TECHNOLOGY ASSESSMENT

This course will provide systematic procedures for the assessment of individual student's assistive technology needs. Legal issues of assistive technology and its impact on public education will be addressed. Prerequisite: ETEC 5301.

SPED 5327. 3 sem. hrs.

MOTOR ACTIVITY PROGRAMS FOR INDIVIDUALS WITH DISABILITIES

This course examines the significant role of motor activity in the lives of people with disabilities. Major programmatic approaches to adapted physical activity are presented.

SPED 5380. 3 sem. hrs.

CHILDREN AND ADOLESCENTS WITH BEHAVIOR DISORDERS

This course will focus on characteristics and classifications of children and adolescents with behavior disorders. Intervention orientations and associated education/treatment approaches for children and adolescents will be explained.

SPED 5385. 3 sem. hrs.

FOUNDATIONS IN LANGUAGE MINORITY SPECIAL EDUCATION

The philosophical and legal foundations of bilingual special education and bilingual education in the United States will be examined. Bilingual special education and bilingual education will be defined and the rationale for these programs will also be explained. Moreover, language minority education program models will be described and aspects associated with bilingualism

will be discussed. Special emphasis will be placed on a perusal of school-community dynamics relevant to language minority special education.

SPED 5386. 3 sem. hrs.

READING AND LANGUAGE STRATEGIES FOR EXCEPTIONAL CHILDREN

This course focuses on reading and language strategies for teaching language majority and language minority exceptional children.

SPED 5387. 3 sem. hrs.

CONTENT-AREA STRATEGIES FOR EXCEPTIONAL CHILDREN

This course focuses on content-area strategies for teaching language majority and language minority exceptional children.

SPED 5388. 3 sem. hrs.

CURRENT ISSUES IN SPECIAL EDUCATION

Addresses issues currently facing the special education area. The course will focus on the following topics: (1) law and litigation, (2) inclusion, (3) assessment and individualized educational plan (IEP) procedures, (4) classification and labeling of exceptional children, (5) collaboration and consultation, (6) transition, (7) vocational education, (8) parent involvement, and (9) other relevant cultural pluralistic issues. Prerequisites: SPED 5315, SPED 5380, SPED 5320, and SPED 5387.

SPED 5390. 1-3 sem. hrs.

PROFESSIONAL SEMINAR

Topics in Special Education vary with professional identification of participants. Instructor's permission required.

SPED 5397. 3 sem. hrs.

SPECIAL EDUCATION PRACTICUM

A practicum in which the student will demonstrate competencies to design and implement IEPs for language majority and language minority exceptional students. Grade assigned will be "credit" (CR) or "no credit" (NC). Prerequisites: SPED 5315, SPED 5380, SPED 5320, and SPED 5387.

SPED 5399. 3 sem. hrs.

INDIVIDUALIZED PROGRAMS FOR EXCEPTIONAL CHILDREN: PRACTICUM

A practicum in which the student will demonstrate competencies in designing and implementing individualized education programs (IEP) for the exceptional child. Instructor's permission required. Prerequisites: CNEP 5371, CNEP 5374, SPED 5310, SPED 5315, and SPED 5387. Grade assigned will be "credit" (CR) or "no credit" (NC).

SPED 5696. 1-6 sem. hrs.

DIRECTED INDIVIDUAL STUDY

Programs will be designed for individual cases through special permission of the Department Chair and Dean. May be repeated when topics vary.