

DEPARTMENT OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM

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General Information

The ILAC mission is to prepare teachers and other professionals for leadership roles in education-related settings; to engage in critical inquiry through professionally recognized research and scholarship; to support and promote access, opportunity, social justice and service; and to provide leadership to the profession and society.

Department Goals

- Interrelate teaching, research and service.
- Model reflective practice through our own teaching, research, service and advocacy.
- Facilitate OU students' learning and professional development at the initial and advanced program levels.
- Help OU students discern among multiple modes of educational practice, formulate their own philosophical orientations based on scholarly inquiry, and enact approaches consistent with these philosophical perspectives.
- Promote coherent, dynamic, robust programs with collaborative university and community partners.
- Foster programmatic, departmental, college, and university coherence.
- Develop, pursue, and sustain clear, dynamic, and programmatic lines of scholarly inquiry.
- Produce and disseminate scholarly artifacts through critical inquiry that meet rigorous standards of quality in relevant fields.
- Share knowledge and expertise at the international, national, regional, state and local levels of professional organizations and other constituencies.
- Support, develop, and retain faculty through a collaborative departmental environment..
- Advocate for diversity and social justice within our programs, profession, and society.

Programs & Facilities

Oklahoma Writing Project (OWP)

The Oklahoma Writing Project has provided the best in professional development for tens of thousands of teachers from all corners of Oklahoma for over 40 years. OWP works to help teachers become better writers and better teachers of writing. OWP works to improve writing, thinking and creativity for all learners. The goals of the OWP are to improve student achievement by improving the teaching of writing and improving learning in the Oklahoma Schools, to help every

teacher of writing realize they can be a writer, to provide professional development for teachers to enhance writing instruction, to network Oklahoma teachers for collaboration of best teaching strategies and how to implement them, to help teachers strengthen leadership skills to build leaders in local schools/districts, and to share current research strategies and practices impacting Oklahoma classrooms.

The Early Childhood Education Institute (ECEI)

The ECEI, which is located on the Tulsa campus, is an applied research group focused on young children, birth to age 8, their families, and early care and education providers and group settings, such as Early Head Start, etc. The ECEI's mission is to advance and support early childhood programming and policy through research, evaluation, and outreach. Since its inception in 2006, the ECEI has conducted a variety of program evaluation projects, worked with many state and national partners, and impacted policy and programming decisions. For example, the ECEI has served as evaluation partners with Tulsa Educare and CAP-Tulsa providing data to help inform their programming for young children birth through age 5. In addition, the ECEI has launched independent research aligned with the Institute's vision and mission. The recently launched a Supporting Effective Educator Development (SEED) study, in collaboration with colleagues from Georgetown and Harvard, seeks to document factors that make children successful or not as they progress from preschool to grade 3.

John W. Renner Science Education Center

The John W. Renner Science Education Center conducts research in the teaching and learning of science; provides instruction in the latest techniques and materials in the teaching of science in kindergarten, elementary, middle, and secondary schools; and assists state agencies in the introduction of science into the classrooms of the public schools. The center also has participated in national curriculum studies. For the undergraduate student in the College, the Science Education Center makes possible an approach to learning in which teacher and students participate in discovery. The center has been responsible for leadership in science education and for providing future teachers with a strong science background for the profession.

Institute of Child Development

The National Academy of Early Childhood Programs accredits the Institute of Child Development, which serves approximately 50 children from the Norman and University communities. The OU Institute of Child Development was the first group of licensed childcare facilities in the United States to be accredited. Working with children from 2-5 years old, the Institute meets a variety of strict standards, including providing activities appropriate for preschool children, having an adequate student-staff ratio, meeting stringent health and safety standards, and providing opportunities for parental involvement. Undergraduate teacher candidates in the Early Childhood program complete a practicum at the Institute, and teachers at the Institute also teach courses in the Early Childhood program.

Undergraduate Study

Bachelor of Education

Early Childhood Education: Norman Campus

The Early Childhood Education program on the Norman campus prepares students to teach children through the third grade. Students who are passionate about working with children in a preschool or elementary setting will find the University of Oklahoma College of Education's

nationally recognized Early Childhood Education program to be a mixture of hands-on experience and solid theoretical education.

Early Childhood Birth through Third Grade: Tulsa Campus

The Early Childhood: Birth through Third Grade Bachelor of Education program prepares students to teach children through the third grade. In addition, students participating in the program on the OU-Tulsa Campus will have a particular focus on working with very young children (birth to age 8) and their families, in a variety of settings.

Elementary Education

The Elementary Education program is truly a hands-on experience for students. As soon as students are fully admitted to their major within the college, they begin spending time in classrooms. This real-world education is coupled with what students learn in the classroom. The curriculum focuses on first grade through sixth grade (and possibly up to eighth grade) in social studies, science, language arts and math. Students study areas such as educational psychology, child development, pedagogy and teaching methodology.

Bachelor of Science, in Education

Language Arts Education

Students who are passionate about teaching literature, writing and speaking will find the nationally recognized Language Arts Education program a stimulating blend of English literature and writing courses and diverse hands-on classroom experiences.

Mathematics Education

The Mathematics Education program offers its students excellent preparation for this responsibility with in-class education and hands-on opportunities. Mathematics teachers help to educate our doctors, engineers, scientists and business leaders in basic skills required to do their jobs every day.

Science Education

The Science Education program includes teaching certification options that give students who wish to teach secondary school science a solid foundation in the natural sciences and proven pedagogy. After students complete a rigorous study of science content related to their certification field of study, they thoroughly investigate sound, successful, theory-based pedagogical coursework in the John W. Renner Science Education Center. At the completion of their degree program, students are highly qualified for science teaching positions at the secondary level.

- Science Education: Biological Sciences
- Science Education: Chemistry
- Science Education: Earth Science
- Science Education: Physical Science
- Science Education: Physics

Social Studies Education

The Social Studies Education program prepares students to teach a variety of social sciences areas, including economics, history, geography and government, and help their students to become responsible citizens.

World Language Education

Students who love languages and have a desire to teach will find the World Language Education program to be strong mixture of in-class education and hands-on experiences. Students take courses in grammar, conversation, composition, reading, culture, civilization, literature, history of the language, second language acquisition theory and methodology. To become experts in the language and culture, students are strongly

encouraged to participate in one of the many Study Abroad opportunities at the University of Oklahoma.

- World Language Education, French
- World Language Education, German
- World Language Education, Latin
- World Language Education, Spanish

Graduate Study

Admission

Admission to master's degree programs in Instructional Leadership and Academic Curriculum requires a minimum overall grade point average of 3.00 in undergraduate coursework. Applicants with grade point averages below 3.0 may apply for conditional admission. The master's degree includes intensive preparation in an area of specialization and the completion of six hours in research. Students who are not currently certified to teach may want to fulfill certification requirements as part of the program. Students seeking to combine certification with a master's degree should consult with the faculty advisor.

Master of Education

Early Childhood Education

The Early Childhood Education program increases the depth and breadth of understanding of developmental theory, curriculum, and instructional methodology for educating and caring for children from birth to age eight. Students explore current research and issues in the field.

Elementary Education

The Elementary Education program provides advanced professional education and specialized academic work designed to enhance the professional competence of teachers in grades PK-8.

English/Language Arts Education

The English Education program advances student understanding of English through teaching, curriculum, and research in literacy, language, composition, and literature.

Instructional Leadership

The Instructional Leadership program increases understanding of the multi-disciplinary nature of the field, including inter- and cross-disciplinary studies within and outside the department.

Mathematics Education

The Mathematics Education program promotes professional and scholarly growth in students' understanding of mathematics learning and pedagogy from theoretical, research, and practical orientations, as well as provide leadership for the community of mathematics educators.

Reading Education

The Reading Education program fosters students' understanding of current theory and research in literacy learning, teaching, and curriculum, from birth through post-secondary education. Students may also wish to obtain a reading specialist certification in conjunction with the master's degree. Please see the Reading Specialist Certification description below.

Science Education

Central to the Science Education program is the development of professionalism, scholarship, and leadership in pedagogy and science content. Students explore teaching and learning at all school levels and in diverse environments.

Secondary Education

The Secondary Education program provides advanced professional education and specialized academic work designed to enhance the professional competence level of teachers in secondary schools.

Social Studies Education

The Social Studies Education program advances student understanding in social studies teaching and content in elementary and secondary education.

Teacher Education

The Teacher Education program is designed for students interested in the broad field of teach education, as well as in graduate-level pursuit of teaching certification.

World Languages Education

With its flexible structure, the World Languages Education program serves:

1. certified teachers of world languages who wish to enrich their knowledge of research, theory, and best practice;
2. students with a demonstrated competency (such as a bachelor's degree or native fluency) in a language who wish to pursue a master's degree and teaching certification;
3. students seeking to become teachers of English as a Foreign Language (EFL) in international settings; and
4. teachers seeking to build expertise in instructing English Language Learners (ELLs) in American classrooms

Reading Specialist

The Reading Specialist program prepares candidates to serve in the roles of reading specialists, literacy interventionists, or literacy coaches in K-12 schools, colleges, and universities. The program also welcomes in-service and pre-service teachers who want to remain in the classroom but who wish to gain greater knowledge and understanding in developing engaged, strategic readers and writers.

Master of Arts

Integrated Childhood Well-Being

The Integrated Childhood Well-Being Master of Arts, offered at OU's Tulsa Campus, focuses on the four domains that children need most to thrive: (1) Economic Well-Being, (2) Education, (3) Health and (4) Family and Community.

Graduate Certificates

Graduate Certificate in Literacy Specialist

The embedded graduate certificate for Literacy Specialist consists of 18 hours, and contains the core courses of the nationally recognized and accredited Reading Specialist program (Master's of Education, Instructional Leadership and Academic Curriculum, Reading Education concentration). Our specialized professional association, the International Literacy Association, requires that candidates meet the following standards: Foundational Knowledge, Curriculum and Instruction, Assessment and Evaluation, Diversity, Literate Environment, and Professional Learning and Leadership. The courses included in the certificate are all required courses in the master's degree that leads to a recommendation for state certification as a Reading Specialist and have assignments that are used to assess mastery of the standards.

Doctoral Programs

ILAC Doctoral Programs prepare students for faculty positions in colleges and universities; positions in curriculum, instruction, and

assessment in schools; and for jobs in research and curriculum design in public or private institutions. The program requires the completion of a professional core, a minimum of 12 hours of research, and concentrated study in an area of specialization.

Admission to doctoral study requires a minimum 3.25 grade point average on previous graduate work. To apply, students should provide the following:

- a brief overview of experience,
- a statement describing interest in a particular concentration and career objectives,
- a sample of writing (perhaps a piece of published writing, an old research paper, or an abstract of the thesis),
- recent GRE scores (five years old or less), and
- three letters of reference.

For international students, a 79/550 TOEFL or 6.5 IELTS are the minimum acceptable scores for admission.

No minimum requirement for Graduate Record Examination general test scores (verbal, quantitative and analytic) has been established. Program faculty consider all parts of an application when making an admissions decision. A student may be accepted into a doctoral program only after the application is complete and the student has been accepted by the program area.

Faculty in ILAC are engaged in a variety of significant writing, research, and service projects, and often invite the participation of graduate students in these projects.

Courses

EDEC 2203 Creative Expression in Early Childhood 3 Credit Hours

Characteristics and processes of creativity as expressed by children from age two to eight are reviewed. Planning and production of materials that enhance creativity in self-expressive thought and play are emphasized. (Sp)

EDEC 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EDEC 3211 Laboratory Placement I 1 Credit Hour

Prerequisite: admission to Teacher Education program; Corequisite: EDEC 3333. Designed to provide students with the opportunity to implement what they are learning in other courses as they interact with children in a classroom setting. Students will carry out assignments during this lab that have been assigned in EDEC 3333 as well as other specialization classes. (F)

EDEC 3221 Laboratory Placement II 1 Credit Hour

Prerequisite: admission to Teacher Education program; Corequisite: EDEC 3513 and EDEC 3233. Designed to provide students with the opportunity to implement what they are learning in other courses as they interact with children in a classroom setting. Students will carry out assignments during this lab that have been assigned in EDEC 3513 as well as other specialization classes. (Sp)

EDEC 3233 Family Engagement in Early Childhood**Education****3 Credit Hours**

Prerequisite: Admission into the ECE Norman/Tulsa Program; Junior Standing; EDEC 3333; corequisite: EDEC 3221, EDEC 3513, and EDLT 4123. Includes techniques for parent conferencing and referrals, planning and presenting effective parent education meetings, parent involvement in the classroom and experience in making home visits. Focuses on family needs when children are aged two to eight. (Sp)

EDEC 3333 Social Emotional Learning and Child Guidance **3 Credit Hours**

Prerequisites: EDEC 3413; EDEC 2203; EDEC 3543. Teaching strategies to promote prosocial skills in young children. Principles and practices of positive child guidance and facilitating an effective classroom community. How to enhance children's social and emotional learning. (F)

EDEC 3403 Integrated Curriculum for Pre-Kindergarten through Kindergarten **3 Credit Hours**

Prerequisite: Admission to the Early Childhood Education Program. Explores early childhood development domains (social, emotional, cognitive, language, fine motor, large motor, and creative development) and concepts associated with the subject areas of math, science, social studies, language, arts, music, and physical education. The course focuses on integrating the curriculum through teaching strategies, methods, and concepts that are appropriate learning experiences for young children, emphasizing ages three to kindergarten. (Sp)

EDEC 3413 Early Childhood Development **3 Credit Hours**

Prerequisite: Admission to Early Childhood Teacher Preparation program. Social, physical and cognitive influences on behavior during the preschool years are described and explained. The developmental implications of changing from caregiver to peer relationships are examined. (Sp)

EDEC 3503 Integrated Curriculum for Infants and Toddlers (Birth to 3) **3 Credit Hours**

Prerequisite: Admission to Early Childhood Education program. Teacher candidates will develop knowledge and skills in planning and implementing developmentally appropriate activities in a flexible and supportive learning environment for children from birth thru 36 mo of age. You will use instructional methods and materials based on their knowledge of child, family, community, and curricular goals. Oklahoma Early Learning Guidelines for 0-3 will be explored. Including field experience. (Sp)

EDEC 3513 Integrated Curriculum (Birth-5) **3 Credit Hours**

Prerequisite: junior standing and admission to OU Norman/Tulsa early childhood education program. Explores early childhood development domains (social, emotional, cognitive, language, fine motor, large motor, and creative development) and concepts associated with the subject areas of math, science, social studies, language, arts, music, and physical education. The course will focus on integrating the curriculum through teaching strategies, methods, and concepts that are appropriate learning experiences for young children, emphasizing ages birth through five years of age. (F Tulsa; Sp Norman)

EDEC 3523 Field Experience with Seminar (Infants/Toddlers) **3 Credit Hours**

Prerequisite: Junior standing and admission to OU-Tulsa early childhood education program. This course will focus on connections between developmental theory and practice. Emphasis will be placed on planning developmentally appropriate environments for infant-toddler growth and learning. This course includes 45 hours of field experience and a seminar that meets 90 minutes each week. (Sp)

EDEC 3533 Infant-Toddler Development and Care **3 Credit Hours**

Prerequisite: junior standing and admission to OU-Tulsa early childhood education program. Designed to provide the student with knowledge and understanding of the importance of the developmental processes that occur in infants from conception to their third birthday. Environmental influences on each of the important stages of development (prenatal, neonatal, young, mobile and older infancy) will be explored. Theories of development, philosophies of care, and techniques for the promotion of optimal physical, motor, cognitive and social-emotional development will be shared. Cultural difference in caregiving strategies will be examined as well as the importance of a mutual supportive partnership between parents and substitute caregivers in caring for children with and without special needs. (F)

EDEC 3541 Field Placement I **1 Credit Hour**

Prerequisite: admission to teacher preparation program. Co-requisite: EDEC 3543. Birth - three field placement where students will observe and interact with children. (F)

EDEC 3543 Teaching and Learning in Early Childhood Education **3 Credit Hours**

Prerequisite: admission to OU Norman/Tulsa early childhood education program. Includes theoretical and practical aspects of the four domains of development for children ages birth to age eight. A major focus will be on the theoretical dispositions of Piaget and Vygotsky and major topics of study will include: autonomy, play, children's thinking, peer interactions, and child guidance. (Sp)

EDEC 3551 Theory & Practice in the ECE Setting **1 Credit Hour**

Prerequisite: Admission to OU Norman early childhood education program. This course will focus on connections between guidance, developmental theory, and practice. Students will have an opportunity to learn about and apply guidance practices in the early childhood classroom. Students will be mentored by master teachers at the Institute of Child Development. (F)

EDEC 3553 Field Experience with Seminar (3-5s) **3 Credit Hours**

Prerequisite: Junior standing and admission to OU-Tulsa early childhood education program. Focuses on implementing the theoretical aspects of the development of the whole child focusing primarily on ages 3-5. Emphasis will be placed on planning developmentally appropriate teaching and learning. (F)

EDEC 3563 Family and Community Connections **3 Credit Hours**

Prerequisite: junior standing and admission to OU-Tulsa early childhood education program. Focuses on the importance of family and community connections in the education and development of young children (0-8 years). Strategies for strengthening family and community connections in early childhood classrooms will be discussed including techniques for communicating effectively with families, promoting parent involvement, engaging community agencies and members, and making home visits. (Sp)

EDEC 3573 Diverse Learners **3 Credit Hours**

Prerequisite: junior standing and admission to OU Norman/Tulsa early childhood education program. Focuses on strategies for providing individualized, inclusive, and developmentally appropriate instruction for children 0-8. Topics addressed include cultural diversity, teaching in contexts of poverty, individualizing instruction according to learning styles, supporting dual language learners, and modifying/adapting instruction and environments for children with special needs. (F Norman, Su Tulsa)

EDEC 3583 Learning Supports in Early Childhood Education 3 Credit Hours

Prerequisite: Admission to the Early Childhood Education Program. The purpose of this course is for students to learn to use curriculum frameworks to create and support universally designed, high-quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth. (Sp)

EDEC 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDEC 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDEC 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EDEC 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EDEC 4123 Curriculum of Early Childhood Education 3 Credit Hours

Prerequisite: EDEC 4513; Admission to the ECE Norman program and senior standing. Co-requisite: EDUC 4050. A comprehensive study of the scope of early childhood education with specific concern for curriculum foundation and organization. (Sp) [V].

EDEC 4513 Integrated Curriculum (K-3) 3 Credit Hours

Prerequisite: Admission to the OU Norman/Tulsa early childhood education program; EDEC 3513; senior standing. Explores concepts associated with the major subject areas of math, science, social studies, language arts, music, and physical education. Focus is placed on integrating the curriculum through teaching strategies, methods, and concepts that are appropriate learning experiences for young children, emphasizing grades K-3. (F)

EDEC 4523 Field Experience with Seminar (K-3rd) 3 Credit Hours

Prerequisite: Junior standing and admission to OU-Tulsa early childhood education program. Focuses on implementing the theoretical aspects of the development of the whole child focusing primarily on grades K-3. Emphasis will be placed on planning developmentally appropriate teaching and learning. (F)

EDEC 4533 Assessment in Early Childhood Education 3 Credit Hours

Prerequisite: Senior Standing and admission to the OU Norman/Tulsa early childhood education program. A survey of the multiple purposes and types of assessment in early childhood including classroom assessment, standardized child assessment, and program evaluation. Addresses consideration of the various forms of assessment, evaluation of assessment techniques, and examination of current trends and practices. An overview of common assessment tools and techniques used with young children birth through age 8 will be included. (F)

EDEC 4543 Senior Seminar in Early Childhood Education (Capstone) 3 Credit Hours

Prerequisite: Senior standing and admission to OU-Tulsa early childhood education program. Focuses on being a professional in the field of early childhood education. This includes dissecting what it means to be a leader, advocate, collaborator, researcher, mentor, and a life-long learner. (Sp)

EDEC 4960 Directed Readings in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

EDEC 4970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDEC 4990 Special Problems in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

EDEC 5023 Creative Expressions 3 Credit Hours

Prerequisite: Graduate standing. Characteristics and processes of creativity as expressed by children from age two to eight are reviewed. Planning and production of materials that enhance creativity in self-expressive thought and play are emphasized. Individual research investigation connecting children's play/creativity with interest areas. (Sp)

EDEC 5333 Social and Emotional Learning 3 Credit Hours

Prerequisite: graduate standing. This course is designed to address the social and emotional development of young children and how development influences learning. This course links theory and research to the preschool early learning environment. It includes materials on ways to foster social and emotional well-being and enhance creativity in children. Effective methods of discipline and a multiethnic approach to curriculum are emphasized. (Irreg)

EDEC 5413 Early Childhood Development 3 Credit Hours

Prerequisite: graduate standing. Social, emotional, physical and cognitive influences on development from prebirth to age eight are identified. Issues associated with child development are discussed. The role of the early childhood professional is defined and examined. (Irreg)

EDEC 5533 Advanced Studies in Infant-Toddler Development 3 Credit Hours

Prerequisite: graduate standing or permission of instructor. An exploration of issues related to infant-toddler development and learning, especially as it relates to care in settings such as childcare centers and family childcare homes. Topics include exploration of the contexts in which infants and toddlers develop, and the influences of the caregiving environment on children's physical, emotional, and cognitive development, with a focus on attachment and brain development. (Irreg.)

EDEC 5543 Assessment in Early Childhood Education 3 Credit Hours

Prerequisite: Graduate standing. A survey of the multiple purposes and types of assessment in early childhood, including classroom assessment, standardized child assessment, and program evaluation. Addresses consideration of the various forms of assessment, evaluation of assessment techniques, and examination of current trends and practices. An overview of common assessment tools and techniques used with young children birth through age 8 will be included. (F)

EDEC 5573 Diverse Learners 3 Credit Hours

Prerequisite: Graduate standing; admission into the Teacher Preparation Program. This course will study the needs of diverse children ages 0-8. Focus will be placed on strategies that provide for individualized inclusive and developmentally appropriate instruction, identifying historical and current factors of influence that characterize children's social environments, the roles of constructivist leadership, democratic ideals, and establishment of ethical environments essential in maximizing the individual potential of all children. (F)

EDEC 5910 Practicum in Education--Master's 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

EDEC 5920 Internship in Education--Master's 1-6 Credit Hours

1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDEC 5940 Field Studies in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)

EDEC 5960 Directed Readings 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

EDEC 5970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDEC 5980 Research for Master's Thesis 2-9 Credit Hours

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

EDEC 5990 Independent Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

EDEC 6033 Theory and Research in Early Childhood Education 3 Credit Hours

Prerequisite: graduate standing or permission of instructor. Designed to facilitate student's understanding of various theories relevant to early childhood education. In-depth analysis of various theories will be accompanied by examination of research guided by these theoretical perspectives. Discussion will include how these theoretical views and the research associated with them influences the field. (Irreg.)

EDEC 6303 Parent Involvement and Parent Education 3 Credit Hours

Prerequisite: graduate standing. This seminar explores current developments in parent involvement and parent education. Research on parent education programs and parent involvement will be discussed as well as the effects of each on children and families. Interventions designed for various populations of children and families are examined. (Irreg.)

EDEC 6403 Advocacy and Leadership in Early Childhood Education 3 Credit Hours

Prerequisite: graduate standing. Focuses on developing the skills and knowledge necessary to help individuals build coalitions and design effective public policy/advocacy initiatives. (Sp)

EDEC 6433 Methods in Qualitative Research with Young Children 3 Credit Hours

Prerequisite: graduate standing. The purpose of this course is to expand student's knowledge of qualitative methods in educational research, more specifically addressing the unique methods required when children are involved in the research process. The course has both a theoretical and applied focus. First, we examine how qualitative research is used in educational research. We will discuss qualitative methods as an interpretive inquiry focusing on topics such as the development and use of theory, kinds and interpretation of data, and issues of reliability. We will compare the different methods and methodologies used by researchers. Students will analyze and critique research articles using ideas and concepts discussed in the required texts and in class. Second, students will engage in a pilot study of their own in which they apply and experience qualitative research for themselves. Here students will develop a question, examine their own theoretical position, conduct a review of the literature, collect data, and produce a research paper. Together, these two approaches will introduce students to the main questions, concerns and goals of qualitative research. (Irreg.)

EDEC 6533 Assessment and Program Evaluation in Early Childhood Education: Advanced Seminar 3 Credit Hours

Prerequisites: graduate standing or permission of instructor. An in-depth exploration of the multiple purposes and types of assessment in early childhood education including classroom assessment, standardized child assessment, program evaluation, and accountability assessment. Also focuses on the various forms of assessment, evaluation of assessment techniques and practices, and examination of current trends and practices. A special focus will be placed on program evaluation and accountability assessments and approaches. (F)

EDEC 6833 Advanced Qualitative Analysis 3 Credit Hours

Prerequisite: graduate standing. This course is designed to provide doctoral students with an in-depth understanding of the variety of ways to theory build, analyze & interpret qualitative research, write up findings, and synthesize information for interpretation. It is assumed that students enrolling in this class have already completed an introductory qualitative research methods course. (Irreg.)

EDEC 6910 Practicum in Educ--Doctoral 1-6 Credit Hours

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EDEC 6920 Internship in Education--Doctoral 1-6 Credit Hours

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDEC 6930 Intensive Studies in Education 1-6 Credit Hours

1 to 6 hours. Prerequisite: Graduate standing, 12 hours of Education, and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

EDEC 6960 Directed Readings 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EDEC 6970 Post-Master's Seminar 2-4 Credit Hours

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EDEC 6980 Research for Doctoral Dissertation 2-16 Credit Hours

2 to 16 hours. Prerequisites: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. (F, Sp, Su)

EDEC 6990 Individual Study in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

EDEL 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EDEL 3002 Promoting Healthy Lifestyles for Elementary Students 2 Credit Hours

Prerequisite: admission to the teacher education program. Students explore models for teaching that transform research on human movement, physical activity and health education into effective classroom teaching practice. Students gain understanding of teaching strategies that foster active, healthy lifestyles, the practice of skills for good health and enhanced quality of life for elementary students. (F, Sp)

EDEL 3243 Integrated Arts Education 3 Credit Hours

Prerequisite: admission to the teacher education program. Promotes literacy and skills involving art principles and processes in education and life. Explores arts integration across the curriculum as a means of expressing beauty/aesthetics, self-identification, social criticism, and critical reflection. (F, Sp, Su)

EDEL 3440 Mentored Research Experience 3 Credit Hours

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EDEL 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDEL 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDEL 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EDEL 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EDEL 4063 Critical Inquiry and Integrated Instruction 3 Credit Hours

Prerequisite: EDMA 4353, EDLT 4813, EDSC 4193, EDSS 4323, EDEL 4980; corequisite: EDUC 4050. Course for teacher candidates to understand how to support critical inquiry across the disciplines. Teacher candidates will also understand how to integrate and apply what they have learned throughout their coursework to organize a classroom to create a community of learners. (F, Sp) [V].

EDEL 4101 Mentoring**1 Credit Hour**

Prerequisite: admission to Teacher Education program and permission of adviser. This course should be taken in the semester which precedes enrollment in EDLT 4813, EDMA 4353, EDSC 4193, EDSS 4323, EDEL 4980. Students will study and analyze current education practices existing in today's elementary classrooms. Selected readings, significant discussion, hands-on activities and practical experiences will enable students to think critically about the challenges and rewards of becoming an elementary educator. The course also guides students in preparing program portfolios. (F, Sp)

EDEL 4960 Directed Readings in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

EDEL 4970 Special Topics/Seminar**1-3 Credit Hours**

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDEL 4980 Practicum in Elementary Education**1-3 Credit Hours**

Prerequisite: EDEL 4101; corequisite: EDMA 4353, EDLT 4813, EDSC 4193, EDSS 4323. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (F, Sp)

EDEL 4990 Special Problems in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

EDEL 5593 Issues in Teaching in Elementary Schools**3 Credit Hours**

Prerequisite: graduate standing. Interdisciplinary seminar focusing on critical analysis of issues related to teaching and learning in elementary schools. (Irreg.)

EDEL 5910 Practicum in Education--Master's**1-4 Credit Hours**

1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

EDEL 5920 Internship in Education--Master's**1-6 Credit Hours**

1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDEL 5940 Field Studies in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)

EDEL 5960 Directed Readings**1-4 Credit Hours**

1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

EDEL 5970 Special Topics/Seminar**1-3 Credit Hours**

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDEL 5980 Research for Master's Thesis**2-9 Credit Hours**

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

EDEL 5990 Independent Study**1-4 Credit Hours**

1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

EDEL 6910 Practicum in Education--Doctoral**1-6 Credit Hours**

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EDEL 6920 Internship in Education--Doctoral**2-6 Credit Hours**

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDEL 6930 Intensive Studies in Education**1-6 Credit Hours**

1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

EDEL 6960 Directed Readings**1-3 Credit Hours**

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

- EDEL 6970 Post-Master's Seminar 2-4 Credit Hours**
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)
- EDEL 6980 Research for Doctoral Dissertation 2-16 Credit Hours**
2 to 16 hours. Prerequisites: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. (F, Sp, Su)
- EDEL 6990 Individual Study in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)
- EDEN 2960 Individual Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)
- EDEN 3223 Teaching Grammar and Composition in Middle/Secondary School 3 Credit Hours**
Prerequisite: admission to teacher preparation program. Emphasizes the centrality of writing in the language arts, the teaching of grammar, and socio-cultural influences on learning. (F)
- EDEN 3440 Mentored Research Experience 3 Credit Hours**
0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)
- EDEN 3960 Honors Reading 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)
- EDEN 3970 Honors Seminar 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)
- EDEN 3980 Honors Research 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)
- EDEN 3990 Independent Study 1-3 Credit Hours**
1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)
- EDEN 4273 Creativity in Teaching Composition 3 Credit Hours**
(Slashlisted with 5273) Prerequisite: junior standing or permission of instructor. Features visual-verbal arts integration and teaching composition at primarily middle and secondary school levels. Students will paint, write, and otherwise practice the arts as well as consider current teaching implications. No student may earn credit for both 4273 and 5273 (Su)
- EDEN 4283 Mediacy and the Pop Culture 3 Credit Hours**
Prerequisite: admission to the Teacher Education program. Examines the significance of youth media cultures as they intersect with literacy and learning in school settings. (Sp)
- EDEN G4914 The Teaching of English 4 Credit Hours**
Prerequisite: EDEN 3223, senior standing. Development of expertise in teaching the language arts at the secondary level, including classroom management, planning, data-based decision-making, and delivery of great lessons. 35 hours of field work in local schools. Written reports. (Sp) [V].
- EDEN 4923 Literature for Adolescents and Young Adults 3 Credit Hours**
(Slashlisted with EDEN 5923) Prerequisite: EDEN 3223. A survey of literature written for adolescents and young adults and affiliated, contemporary pedagogies. No student may earn credit for both 4923 and 5923. (F)
- EDEN 4960 Directed Readings in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)
- EDEN 4970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDEN 4980 Practicum in Education 1-3 Credit Hours**
1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)
- EDEN 4990 Special Problems in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)
- EDEN 5203 Action Research in English Education 3 Credit Hours**
Prerequisite: graduate standing; co-requisite: 5920 (Internship). Nature and methodology of teacher research. Students will conduct a field research project with EDUC 5920, Internship in Education, to demonstrate understanding of fundamental field research design and practice, including writing the teacher research report. (F, Sp)
- EDEN 5223 The Teaching of Composition: Theory and Practice 3 Credit Hours**
Prerequisite: graduate standing. Analysis of competing theories of composition instruction. Study of issues related to planning writing activities, and consider problems related to writing about literature, informal writing, writing apprehension, teaching basic writers, and teaching syntax.

EDEN 5233 The Teaching of Literature: Theory and Practice**3 Credit Hours**

Prerequisite: graduate standing. Research and methodology important to teaching literature to young people and adults with particular focus on developing reading and responding abilities to poetry and fiction. Other emphases include reading-writing interactions, creative approaches to teaching traditional literature, uses of young adult literature, and developing middle/secondary literature curricula. (Sp)

EDEN 5243 The Teaching of Language: Theory and Practice**3 Credit Hours**

Prerequisite: graduate standing. Research and teaching methodology important to providing language instruction for young people with particular focus on oral and written language development in a culturally diverse society. Topics include grammar, usage, dialect, semantics, vocabulary instruction and curriculum design. (F)

EDEN 5253 Research in English Education**3 Credit Hours**

Prerequisite: graduate standing. Study of issues and methods involved with research in English education. May include experience in the collection and analysis of data. (Irreg.)

EDEN 5263 Special Topics in Literacy I**3 Credit Hours**

Prerequisite: Permission of department. Possible topics include students in and out of school, culture and literacy, socio-historical perspectives on learning, and other analysis of literate activity. (F)

EDEN 5273 Creativity in Teaching Composition**3 Credit Hours**

(Slashlisted with 4273) Prerequisite: graduate standing or permission of instructor. This course features visual-verbal arts integration and teaching composition at primarily middle and secondary school levels. Students will paint, write, and otherwise practice the arts as well as consider current teaching implications. No student may earn credit for both 4273 and 5273 (Su)

EDEN 5283 Mediacy and the Pop Culture**3 Credit Hours**

Prerequisite: graduate standing. Admission to the Teacher Education program. Examines the significance of youth media cultures as they intersect with literacy and learning in school settings. (Sp)

EDEN 5303 Oklahoma Writing Project**3 Credit Hours**

Prerequisite: graduate standing and permission of instructor. Course is offered at summer institute. Focus is on improvement of personal writing and classroom writing instruction. Participants completing course become teacher consultants with Oklahoma Writing Project. (Su)

EDEN 5910 Practicum in Education--Master's**1-4 Credit Hours**

1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

EDEN 5920 Internship in Education--Master's**1-6 Credit Hours**

1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDEN 5923 Literature for Adolescents and Young Adults**3 Credit Hours**

(Slashlisted with EDEN 4923) Prerequisite: EDEN 3223. A survey of literature written for adolescents and young adults and affiliated, contemporary pedagogies. No student may earn credit for both 4923 and 5923. (F)

EDEN 5940 Field Studies in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: twelve hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)

EDEN 5960 Directed Readings**1-4 Credit Hours**

1 to 4 hours. Prerequisite: twelve hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

EDEN 5970 Special Topics/Seminar**1-3 Credit Hours**

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDEN 5980 Research for Master's Thesis**2-9 Credit Hours**

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

EDEN 5990 Independent Study**1-4 Credit Hours**

1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

EDEN 6910 Practicum in Education--Doctoral**1-6 Credit Hours**

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EDEN 6920 Internship in Education--Doctoral**2-6 Credit Hours**

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit twelve hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDEN 6930 Intensive Studies in Education**1-6 Credit Hours**

1 to 6 hours. Prerequisite: twelve hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

- EDEN 6960 Directed Readings 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)
- EDEN 6970 Post-Master's Seminar 2-4 Credit Hours**
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)
- EDEN 6980 Research for Doctoral Dissertation 2-16 Credit Hours**
2 to 16 hours. Prerequisites: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. (F, Sp, Su)
- EDEN 6990 Individual Study in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: twelve hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)
- EDLT 2960 Individual Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)
- EDLT 3143 Language and Literacy Development Birth through 5 3 Credit Hours**
Prerequisite: Junior standing and admission to OU-Tulsa/Norman early childhood education program. Acquaints early childhood preservice teachers with theories of language and emergent literacy development, including key precursors to conventional reading and writing, developmentally appropriate assessment practices, evidence-based curriculum and instructional practices, and materials to support language and literacy learning in early childhood settings for children from birth through age 5. (Sp)
- EDLT 3440 Mentored Research Experience 3 Credit Hours**
0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)
- EDLT 3911 Language and Literacy Practicum 1 Credit Hour**
Prerequisite: admission to Teacher Education program. Support pre-service teachers in making connections between theories of language and literacy evaluation and instruction and literacy learning processes and behaviors of children in primary grades.
- EDLT 3913 Literacy in the Primary Grades 3 Credit Hours**
Prerequisite: admission to Teacher Education program. Explore issues and factors related to language and literacy development in primary grades; examine how to develop proficiency in supporting children's language development; learn literacy assessment activities, interpret findings and identify children's strengths and needs; and choose instructional strategies to help children become strategic readers and writers. (F, Sp, Su)
- EDLT 3960 Honors Reading 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)
- EDLT 3970 Honors Seminar 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)
- EDLT 3980 Honors Research 1-3 Credit Hours**
Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)
- EDLT 3990 Independent Study 1-3 Credit Hours**
1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)
- EDLT 4113 Literacy in the Intermediate Grades 3 Credit Hours**
Prerequisite: EDLT 3913. Understand how to support students in the intermediate grades (4th through 6th) with a wide variety of instructional strategies and procedures to implement a balanced, comprehensive literacy program, including differentiating literacy instruction, using assessment to plan instruction, and emphasizing content area literacy. (F, Sp, Su)
- EDLT 4123 Language and Literacy Development in Kindergarten through 3rd. grade 3 Credit Hours**
Prerequisite: Senior standing and admission to OU-Tulsa/Norman early childhood education program. Acquaints early childhood preservice teachers with foundations of reading and writing development in kindergarten and the primary grades, including a comprehensive literacy curriculum for reading, writing, and oral language learning how to assess literacy understandings, use data to plan instruction, evidence based developmentally appropriate instructional practices and materials to support children becoming independent conventional readers, writers, and language users. (F)
- EDLT 4813 Literature and Writing Across the Curriculum 3 Credit Hours**
Prerequisite: EDLT 4113. Provides pre-service teachers with the knowledge and skills needed to provide writing instruction in the elementary classroom. Students will explore children's literature as a tool for language and literacy development and writing instruction. (F, Sp)
- EDLT 4960 Directed Readings in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)
- EDLT 4970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDLT 4980 Practicum in Education 1-3 Credit Hours
1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

EDLT 4990 Special Problems in Education 1-4 Credit Hours
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

EDLT 5910 Practicum in Education--Master's 1-4 Credit Hours
1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

EDLT 5920 Internship in Education--Master's 1-6 Credit Hours
1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDLT 5940 Field Studies in Education 1-4 Credit Hours
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)

EDLT 5960 Directed Readings 1-4 Credit Hours
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

EDLT 5970 Special Topics/Seminar 1-3 Credit Hours
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDLT 5980 Research for Master's Thesis 2-9 Credit Hours
Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

EDLT 5990 Independent Study 1-4 Credit Hours
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

EDLT 6910 Practicum in Educ--Doctoral 1-6 Credit Hours
1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EDLT 6920 Internship in Education--Doctoral 2-6 Credit Hours
1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDLT 6930 Intensive Studies in Education 1-6 Credit Hours
1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

EDLT 6960 Directed Readings 1-3 Credit Hours
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EDLT 6970 Post-Master's Seminar 2-4 Credit Hours
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EDLT 6980 Research for Doctoral Dissertation 2-16 Credit Hours
2 to 16 hours. Prerequisites: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. (F, Sp, Su)

EDLT 6990 Individual Study in Education 1-4 Credit Hours
1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

EDMA 2353 Mathematical Communication and Structures 3 Credit Hours

Prerequisite: Admission to Jeannine Rainbolt College of Education and instructor permission. Manipulatives are learning tools used to create concrete and/or visual representations of abstract concepts. Students will use manipulatives to develop deeper conceptual understandings of elementary mathematics as well as their ability to communicate these understandings. Topics include number concepts, operations, algebraic reasoning, and geometric concepts. Students will develop and use multiple strategies for doing mathematics and communicating their mathematical thinking.

EDMA 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EDMA 3353 PK-3 Mathematics Concepts 3 Credit Hours

Prerequisite: admission to the teacher education program and 1000-level Gen Ed approved Math, MATH 2213. Addresses the important "big" ideas in mathematics that are appropriate for pk-3rd grade students to learn. How research, theory and practice facilitate young children's learning will be explored. Will also be emphasis on inquiry based/problem centered curriculum, instructional strategies and assessment. (F, Sp, Su)

EDMA 3440 Mentored Research Experience 3 Credit Hours

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EDMA 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDMA 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDMA 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EDMA 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EDMA 4233 Developing Problem-Solving Environ for Secondary Math Learning 3 Credit Hours

Prerequisite: Mathematics 2433 or Mathematics 2924, and full admission to the Mathematics Education Program. The development of problem-solving environments for middle and high school mathematics learning. Emphasizes student characteristics, issues of equity and diversity, theories of teaching and learning, and current best practices from research into mathematics teaching and learning. Areas of focus will include problem-centered learning, appropriate uses of technology, and inclusion of historical and interdisciplinary topics in teaching mathematics for all students. (F)

EDMA 4243 Fundamental Concepts of Secondary Math Learning 3 Credit Hours

Prerequisite: EIPT 3473, and senior standing. Fundamental concepts of mathematics relevant to the secondary school mathematics curriculum. Development of secondary mathematics curriculum and appropriate instructional methods for the teaching of Algebra, relations and functions. This course will serve as the senior capstone. (Sp) [V].

EDMA 4253 Teaching and Learning of Mathematics Reasoning and Proof 3 Credit Hours

Prerequisite: full admission to Mathematics Education Program; recommend completion of EDMA 4233. This course focuses on the content and methodology of teaching middle and high school mathematics including geometry and trigonometry generally defined as reasoning and proof. (F)

EDMA 4353 4-8 Grade Mathematics Concepts 3 Credit Hours

Prerequisite: MATH 2213; MATH 2223; EDMA 3353; EDEL 4101; corequisite: EDLT 4813; EDSC 4193; EDSS 4323; EDEL 4980. Students will be engaged in planning, implementing, and evaluating mathematics curriculum and instruction in the elementary school grades 4 - 8. Materials and discussions relevant to learner diversity, the appropriate use of technology, and how to integrate mathematics with other subjects will be infused throughout the course. (F, Sp)

EDMA 4960 Directed Readings in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

EDMA 4970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDMA 4980 Practicum in Mathematics Education 1-3 Credit Hours

1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

EDMA 4990 Special Problems in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

EDMA 5153 Problem Centered Learning in Mathematics 3 Credit Hours

Prerequisite: graduate standing. Intended for mathematics teachers at any level, the course is designed so participants can engage in non-routine problem solving as a basis for examining and reflecting on such an approach to the teaching and learning of mathematics. (Irreg.)

EDMA 5523 Elementary School Mathematics Curriculum 3 Credit Hours

Prerequisite: graduate standing. Analysis of research, trends, and issues in elementary mathematics teaching. Special attention is given to the research and theoretical bases underpinning curricula. (Irreg.)

EDMA 5533 The Middle School/High School Math**Curriculum 3 Credit Hours**

Prerequisite: graduate standing. Analysis of research, trends, and issues in middle school and high school mathematics teaching. Special attention is given to the research and theoretical bases underpinning curricula. (Irreg.)

EDMA 5753 Theory and Research in Mathematics**Education 3 Credit Hours**

Prerequisite: graduate standing. Designed to enhance appreciation for and understanding of research methods and findings in mathematics education. Students explore the history of research in mathematics education, discuss various theories of mathematics learning and understanding, evaluate, synthesize, and critique mathematics education research, understand a variety of research methodologies, and conduct original research. (Irreg.)

EDMA 5763 History of Mathematics for Educators 3 Credit Hours

Prerequisite: graduate standing. Designed to offer a sense of the rich history of mathematics as an intellectual pursuit as well as for its practical significance. Will include presentation of methods and materials historical in nature that can be utilized by practicing classroom teachers to motivate and understanding of and appreciation for mathematics. (Irreg.)

EDMA 5863 Social Justice by the Numbers 3 Credit Hours

Prerequisite: Graduate standing. This course invites students to expand their knowledge and awareness of issues of social justice in the context of numbers, develop a pedagogical model for teaching for social change, critically examine the content of school curriculum and instructional practices from the perspective of social justice, and contemplate the role of the teacher as an agent of change and transformative intellectual. (Irreg.)

EDMA 5910 Practicum in Education--Master's 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

EDMA 5920 Internship in Education--Master's 1-6 Credit Hours

1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDMA 5940 Field Studies in Mathematics Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)

EDMA 5960 Directed Readings 1-3 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

EDMA 5970 Special Topics/Seminar**1-3 Credit Hours**

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDMA 5980 Research for Master's Thesis**2-9 Credit Hours**

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

EDMA 5990 Independent Study**1-4 Credit Hours**

1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

EDMA 6163 Systems Theory & Learning Organizations 3 Credit Hours

Prerequisite: Graduate standing. Examines system theories, including the development and significance of complex adaptive systems, complexity analyses, and paradigms associated with new science, especially related to the educational context. (Irreg.)

EDMA 6910 Practicum in Education--Doctoral**1-6 Credit Hours**

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EDMA 6920 Internship in Education--Doctoral**2-6 Credit Hours**

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDMA 6930 Intensive Studies in Education**1-6 Credit Hours**

1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

EDMA 6960 Directed Readings**1-3 Credit Hours**

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EDMA 6970 Post-Master's Seminar**2-4 Credit Hours**

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EDMA 6980 Research for Doctoral Dissertation**2-16 Credit Hours**

2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. (F, Sp, Su)

EDMA 6990 Individual Study in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

EDSC 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EDSC 3233 Environmental Issues in the Community 3 Credit Hours

Prerequisite: 6 to 9 hours in the natural sciences and sophomore standing; Majors only. This course is designed for students to explore environmental problems and resulting issues in the surrounding community while actively engaging in scientific and engineering practices and applying crosscutting concepts to develop and deepen their understanding of core ideas in the sciences. (Irreg.)

EDSC 3440 Mentored Research Experience 3 Credit Hours

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EDSC 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDSC 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDSC 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EDSC 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EDSC 4093 Inquiry-Based Science Teaching 3 Credit Hours

Prerequisite: majors only or admission to Teacher Education program. This course is designed to introduce students to the nature of science, scientific practices, and disciplinary concepts fundamental to science education at the PK-3 grade band including the goals of PK-12 science education. The course emphasizes understanding of science disciplinary core ideas and science and engineering practices. (F, Sp)

EDSC 4193 Teaching Science in Elementary Schools 3 Credit Hours

Prerequisite: admission to Teacher Education program, EDSC 4093, EDEL 4101; corequisites: EDMA 4353, EDLT 4813, EDSS 4323, EDEL 4980. Experiences are provided, following the position that science is the quest for knowledge, and that this position is compatible with modern educational theory. (F, Sp)

EDSC 4513 Teaching Science in Secondary Schools 3 Credit Hours

(Slashlisted with EDSC 5513) Prerequisite: EIPT 3473 and majors only. This course establishes a vision of secondary science instruction that promotes deep understanding of science concepts, practices, and the nature of science. Students will examine the aims and purposes of science education, explore how students learn science, and develop their understanding of the nature of science. No student may earn credit for both 4513 and 5513. (Sp)

EDSC 4533 Advanced Methods in Science Teaching 3 Credit Hours

(Slashlisted with EDSC 5533) Prerequisite: EDSC 4513 and senior standing. This course follows the position that science is the quest for knowledge. Experiences with advanced science content, technology, laboratory investigations, and modern educational theory are provided. This course will serve as the senior capstone. No student may earn credit for both EDSC 4533 and EDSC 5533. No student may earn credit for both 4533 and 5533. (Sp)

EDSC 4960 Directed Readings in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

EDSC 4970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDSC 4980 Practicum in Science Education 1-3 Credit Hours

1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

EDSC 4990 Special Problems in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

EDSC 5513 Teaching Science in Secondary Schools 3 Credit Hours

(Slashlisted with EDSC 4513) Prerequisite: graduate standing with 9 hours of Education coursework or departmental permission. This course establishes a vision of secondary science instruction that promotes deep understanding of science concepts, practices, and the nature of science. Students will examine the aims and purposes of science education, explore how students learn science, and develop their understanding of the nature of science. No student may earn credit for both 4513 and 5513. (Sp)

EDSC 5523 Learning Theories and Their Implications for Teaching and Scholarship 3 Credit Hours

Prerequisite: Graduate standing and departmental permission. What does it mean to learn? The course examines the question from various perspectives (constructivist, cognitive, sociocultural, behavioral, and more). Implications across contents and grade levels will be explored for each perspective, and points of influence, coherence, and divergence will be identified. Students need a total of 12 hours from the following courses: EDSP 3055, EIPT 3043, EIPT 3473, EIPT (Irreg.)

EDSC 5533 Advanced Methods in Science Teaching 3 Credit Hours

(Slashlisted with EDSC 4533) Prerequisite: Graduate standing. This course follows the position that science is the quest for knowledge. Experiences with advanced science content, technology, laboratory investigations, and modern educational theory are provided. No student may earn credit for both EDSC 4533 and EDSC 5533. No student may earn credit for both 4533 and 5533. (Sp)

EDSC 5543 The Elementary School Science Curriculum 3 Credit Hours

Prerequisite: twelve hours of education, graduate standing. Elementary school science curricula are examined from a theory-based perspective which includes: the nature of science, purpose of schools, developmental learning theory, and the teaching procedure known as the learning cycle. Students trace the development of American science education from 1700 to present. (Alt. F)

EDSC 5910 Practicum in Education--Master's 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

EDSC 5920 Internship in Education--Master's 1-6 Credit Hours

1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDSC 5940 Field Studies in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)

EDSC 5960 Directed Readings 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

EDSC 5970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDSC 5980 Research for Master's Thesis 2-9 Credit Hours

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

EDSC 5990 Independent Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

EDSC 6333 Research Paradigms For Scientific Investigations 3 Credit Hours

Prerequisite: graduate standing. Current research paradigms in science education will be constructed through readings, discussions and presentations. In the context of these research paradigms, research designs and research methods will also be explored. A thorough review of the literature will include the use of professional journals, theses, and dissertations and be used to develop a sound understanding of the different approaches to research. (Irreg.)

EDSC 6910 Practicum in Education--Doctoral 1-6 Credit Hours

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EDSC 6920 Internship in Education--Doctoral 2-6 Credit Hours

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDSC 6930 Intensive Studies in Education 1-6 Credit Hours

1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

EDSC 6960 Directed Readings 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EDSC 6970 Post-Master's Seminar 2-4 Credit Hours

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EDSC 6980 Research for Doctoral Dissertation 2-16 Credit Hours

2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)

EDSC 6990 Individual Study in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

EDSS 2960 Individual Study**1-4 Credit Hours**

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EDSS 3440 Mentored Research Experience**3 Credit Hours**

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EDSS 3553 Foundations to Social Studies Education**3 Credit Hours**

Prerequisite: admission to Teacher Education program. Designed as a way to view social studies as an integrated body of knowledge while focusing on the various subject matter areas. (F, Sp)

EDSS 3960 Honors Reading**1-3 Credit Hours**

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDSS 3970 Honors Seminar**1-3 Credit Hours**

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDSS 3980 Honors Research (HONORS)**1-3 Credit Hours**

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EDSS 3990 Independent Study**1-3 Credit Hours**

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EDSS 4323 Teaching Social Studies in Elementary/Middle Schools**3 Credit Hours**

Prerequisite: admission to Teacher Education program, EDEL 4101; corequisite: EDLT 4813, EDMA 4353, EDSC 4193, EDEL 4980. Promotes knowledge, skills, attitudes, and actions required for effective planning, implementation, and evaluation of social studies curriculum and instruction in elementary and middle schools. (F, Sp)

EDSS 4553 Foundations and Mentoring in Social Studies**3 Credit Hours**

Prerequisite: Full admission to the secondary social studies education program. Provides an opportunity to explore the main themes of the social sciences with limited teaching opportunities. (Sp)

EDSS G4563 Teaching Secondary School Social Studies**3 Credit Hours**

Prerequisite: EDSS 4553. Curriculum and instructional strategies for teaching secondary school social studies with a focus on (a) appropriate methodologies, and (b) matching these methods to content and learners. The students will study a variety of classroom techniques and the assessment of such techniques for social studies teaching. (F) [V].

EDSS 4960 Directed Readings in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

EDSS 4970 Special Topics/Seminar**1-3 Credit Hours**

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDSS 4980 Practicum in Education**1-3 Credit Hours**

1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

EDSS 4990 Special Problems in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

EDSS 5043 Analysis of Teaching and Learning**3 Credit Hours**

Prerequisite: graduate standing; Corequisite: Must be enrolled in EDUC 5920, Internship. An understanding of how to analyze teaching and learning using a variety of reflective techniques including journals, oral inquiries, classroom/school studies, and theoretical analysis. (F, Sp)

EDSS 5333 Seminar in Social Studies**3 Credit Hours**

Prerequisite: graduate standing. May be repeated; maximum credit 9 hours. Attend to special issues in social studies theory and practice. Focus on social studies/citizenship educational problems and possibilities in schools and society. (Irreg.)

EDSS 5343 Global Education**3 Credit Hours**

Prerequisite: Graduate standing. Explores critical issues in global education across subject areas and teaching concepts. Implications for citizenship education are examined in depth. (Irreg.)

EDSS 5503 Social Studies Curriculum, Instruction, Technology and Assessment**3 Credit Hours**

Prerequisite: Graduate standing. Analysis of K-12 social studies curriculum, instruction, technology and assessment to achieve knowledge, skills, valuing, and action capabilities in the social studies curriculum. (Irreg.)

EDSS 5910 Practicum in Education--Master's 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

EDSS 5920 Internship in Education--Master's 1-6 Credit Hours

1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDSS 5940 Field Studies in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)

EDSS 5960 Directed Readings 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

EDSS 5970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDSS 5980 Research for Master's Thesis 2-9 Credit Hours

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

EDSS 5990 Independent Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

EDSS 6910 Practicum in Education--Doctoral 1-6 Credit Hours

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

EDSS 6920 Internship in Education--Doctoral 2-6 Credit Hours

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

EDSS 6930 Intensive Studies in Education 1-6 Credit Hours

1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

EDSS 6960 Directed Readings 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EDSS 6970 Post-Master's Seminar 2-4 Credit Hours

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EDSS 6980 Research for Doctoral Dissertation 2-16 Credit Hours

2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)

EDSS 6990 Individual Study in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

EDUC 1523 Growing through Education, Teaching, and Learning 3 Credit Hours

You'll explore your educational past, present, and future while positioning it in the broader context of education's past, present, and future. You'll deepen your understanding of learners and learning, what's shaped education systems, and the role of communities and society in education. (F, Sp) [V-FYE].

EDUC 2400 Field Experiences in Education 1-3 Credit Hours

1 to 3 hours. (Also listed under Professional Studies in Education.) Introduction to education as a profession based upon assignment to public schools and other educational agencies. Students will be expected to observe the schools in action, interact with students and professionals and participate in the instructional process. (F, Sp, Su)

EDUC 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

EDUC 2970 Special Topics/Seminar 1-3 Credit Hours

Special Topics. 1 to 3 hours. May be repeated; Maximum credit nine hours. Special topics course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research, and field projects. (Irreg.)

EDUC 3223 Introduction to Education 3 Credit Hours

Prerequisite: junior standing and majors only. The purpose of this course is to critically explore, question, and discuss issues in education. Questions to be explored include the following: What are teaching and learning? What are the relationships between the student, the school, and society? Emphasis will be reflective learning as an active, contextualized, act of creativity that involves construction of and reflection on knowledge. (F, Sp, Su)

EDUC 3233 Development, Motivation, and Learning 3 Credit Hours

Prerequisite: junior standing and majors only. The course will examine our current understanding of various psychological processes and their relevance to teaching and learning in school settings. In other words, we'll be learning about psychology research, or how and why people think, feel, and behave, and how it relates to how adults working in education settings can most effectively engage their students. (F, Sp, Su)

EDUC 3440 Mentored Research Experience 3 Credit Hours

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

EDUC 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

EDUC 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

EDUC 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

EDUC 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

EDUC 4023 Global Experience: Uganda 3 Credit Hours

(Slashlisted with EDUC 5023) Prerequisite: senior standing or permission of instructor. Designed to give real-world experience in global education through a multi-disciplinary service-learning program. Lecture component will take place on the OU Norman campus and experiential component in Gulu, Uganda. Students will learn about global education in developing countries, impact of conflict on women's educational trajectories, a postcolonial view of working with educators, and active teaching and learning in diverse settings. No student may earn credit for both 4023 and 5023. (Su)

EDUC 4050 Teaching Experiences in the Elementary School 4-10 Credit Hours

4 to 10 hours. Prerequisite: EDMA 4353, EDLT 4713, EDSC 4193, EDSS 4323, EDUC 4980. Corequisite: EDEL 4063. Enrollment requires a signed recommendation form by the student's counselor. Laboratory activities under competent direction and supervision: orientation, observation, and classroom teaching experiences supported by seminars and conferences which focus upon the problems of teaching. Prospective teachers receive instruction, aid, and constructive supervision in classroom management, evaluation of pupil behavior, methods of teaching, selection of teaching materials and school-home-community relations. (F, Sp)

EDUC 4060 Teaching Experiences in the Secondary School 4-10 Credit Hours

4 to 10 hours. Prerequisite: permission of College of Education Undergraduate Academic Advising Office. Enrollment for fewer than eight hours requires special recommendation by the student's counselor. Correlation of theory and instructional practices in secondary education; supervised observation, teaching, classroom management, and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors; seminar on problems of teaching; methodology, professional problems, and placement. (F, Sp)

EDUC 4123 Introduction to Instruction 3 Credit Hours

Prerequisite: junior standing and majors only. The purpose of this course is to critically explore, question, and discuss issues in education. Questions to be explored include the following: What are teaching and learning? What are the relationships between the student, the school, and society? Emphasis will be reflective learning as an active, contextualized, act of creativity that involves construction of and reflection on knowledge. (F, Sp, Su)

EDUC 4223 Learning Environments for Diverse Learners 3 Credit Hours

Prerequisite: junior standing and majors only. There are two main purposes for this course. The first is to help students develop a better understanding of different cultures and the challenges and benefits of cultural diversity as it relates to educational contexts. The second is to provide students with the background knowledge, understandings, and techniques to work effectively with learners from diverse cultural and ethnic backgrounds. (F, Sp, Su)

EDUC 4323 Scaffolded Instruction for All Learners 3 Credit Hours

Prerequisite: junior standing and majors only. Students will develop an understanding of student characteristics and prior learning histories to implement scaffolded instruction in real-life settings among a wide range of learners and learning communities. Students will learn how to become keen observers and will acquire proficiency in selecting materials that will provide useful information to guide the design, implementation, and assessment appropriate for the learning community. (F, Sp, Su)

EDUC 4960 Directed Readings in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

EDUC 4970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

- EDUC 4980 Practicum in Education 1-3 Credit Hours**
1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)
- EDUC 4990 Special Problems in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)
- EDUC 5023 Global Experience: Uganda 3 Credit Hours**
(Slashlisted with EDUC 4023) Prerequisite: graduate standing or permission of instructor. Designed to give real-world experience in global education through a multi-disciplinary service-learning program. Lecture component will take place on the OU Norman campus and experiential component in Gulu, Uganda. Students will learn about global education in developing countries, impact of conflict on women's educational trajectories, a postcolonial view of working with educators, and active teaching and learning in diverse settings. No student may earn credit for both 4023 and 5023. (Su)
- EDUC 5910 Practicum in Education--Master's 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)
- EDUC 5920 Internship in Education--Master's 1-6 Credit Hours**
1 to 6 hours. Prerequisite: permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDUC 5940 Field Studies in Education 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EDUC 5960 Directed Readings 1-4 Credit Hours**
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. Directed readings and/or literature reviews under the direction of a faculty member. (Irreg.)
- EDUC 5970 Special Topics/Seminar 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EDUC 5980 Research for Master's Thesis 2-9 Credit Hours**
2 to 9 hours. Prerequisite: Graduate standing; maximum credit applicable toward degree, four hours. Research and writing of a thesis for completion of a graduate degree. (F, Sp, Su)
- EDUC 5990 Independent Study 1-4 Credit Hours**
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)
- EDUC 6113 Theoretical Paradigms in Educational Research 3 Credit Hours**
Prerequisite: Graduate standing. Designed to expose students to a variety of educational theories as well as how research uses and engages theory. In addition, a primary objective of this course is for students to understand prominent theories in educational research and how they may utilize theory to evaluate programs, design studies, and create learning environments that support students and educational institutions. (F, Sp, (F, Sp, Su)
- EDUC 6222 Dissertation Development & Advisory 2 Credit Hours**
Prerequisite: Graduate standing; May be repeated; maximum credit 12 hours. This course is designed to support doctoral students post-prospectus defense, during data collection, analysis, and the writing of their dissertation. As such, the course is run as a seminar in which students develop and progress their individual research projects. Particular attention is spent on data analysis processes and how to move from analysis toward the written dissertation. (F, Sp, Su)
- EDUC 6223 Dissertation Development & Advisory 3 Credit Hours**
Prerequisite: Graduate standing; majors only; may be repeated with maximum credits of 12 hours. This course is designed to support doctoral students post-prospectus defense, during data collection, analysis, and the writing of their dissertation. As such, the course is run as a seminar in which students develop and progress their individual research projects. Particular attention is spent on data analysis processes and how to move from analysis toward the written dissertation. (F, Sp, Su)
- EDUC 6910 Practicum in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)
- EDUC 6920 Internship in Education--Doctoral 1-6 Credit Hours**
1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EDUC 6930 Intensive Studies in Education 1-6 Credit Hours**
1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)
- EDUC 6960 Directed Readings 1-3 Credit Hours**
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

EDUC 6970 Post-Master'S Seminar 2-4 Credit Hours
2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

EDUC 6980 Research for Doctoral Dissertation 2-16 Credit Hours
2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the Doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)

EDUC 6990 Individual Study in Education 1-4 Credit Hours
1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

EDWL 3003 World Languages in the Elementary School 3 Credit Hours
Prerequisite: Proficiency in a Language other than English via evidence of one of the following: Passing Completion of a 2223 level of modern language course, OR self-identification as a Heritage/Native Speaker in a language other than English, OR an OPI score of intermediate high or above. Introduction to the teaching of World Languages and multilingual learners in the PreK-6 setting by providing practical experience and introducing the tenets of language acquisition theory and research. Addresses second language teaching and learning through a combination of classroom activities, experiential learning through service-learning projects, and opportunities to expand target language knowledge and develop critical thinking and reflection skills. (F)

EDWL 4023 Foundations and Theory for PreK-12 Second Language Acquisition 3 Credit Hours
(Slashlisted with EDWL 5023) Prerequisite: Admission to Teacher Education program. This course is a multidisciplinary approach to second language (L2) acquisition theory, application, and pedagogy. The course focuses on developing, enhancing and improving instructional expertise, pedagogical knowledge and advocacy for the role and value of languages and cultures for those planning or currently working with SLA students in a PreK-12 educational setting. No student may earn credit for both 4023 and 5023. (Irreg.)

EDWL 4033 Methods for Teaching World Languages in PreK-12 Settings 3 Credit Hours
(Slashlisted with EDWL 5033) Prerequisite: EDWL 4023 and Admission to Teacher Education program; EIPT 3483 or concurrent enrollment. This course is a multidisciplinary approach to the teaching of World Languages in the PreK-12 setting. This course is designed to provide students with practical experience in the teaching of world languages and to introduce key issues in classroom language acquisition research and teaching methodology in the PreK-12 classroom. No student may earn credit for both 4033 and 5033. (Irreg.)

EDWL 4323 Foundations and Practice for Bi/Multilingual Learners PK-12 3 Credit Hours
Prerequisite: Education Majors or instructor permission. This course focuses on the theory, research, and policy foundations for effective instruction and practice with bi/multilingual learners. We will focus on the current issues, as well as techniques in instructing and assessing students at all stages of bilingual development. (F)

EDWL 4553 Second Language Literacy for Spanish-speaking ELLs 3 Credit Hours
(Slashlisted with EDWL 5553) Prerequisite: Education Major or instructor permission; EDWL 4023 is recommended, though not required. Course explores differences in literacy development of Spanish/English, and pedagogical approaches that leverage students' home language/literacy practices. Socio-cultural factors influencing literacy development are discussed. Home literacy, biliteracy, and culturally relevant practices are integral to the course framework. Equity/bias in classroom language practices and the multitude of relationships affecting Spanish-speaking families are examined. Taught bilingually in Spanish/English (dependent on student proficiency). No student may earn credit for both 4553 and 5553. (Su)

EDWL 4970 Special Topics/Seminar 1-3 Credit Hours
1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDWL 5023 Foundations and Theory for PreK-12 Second Language Acquisition 3 Credit Hours
(Slashlisted with EDWL 4023) Prerequisite: graduate standing. This course is a multidisciplinary approach to second language (L2) acquisition theory, application, and pedagogy. It focuses on developing, enhancing, and improving instructional expertise, pedagogical knowledge, and advocacy for the role and value of languages and cultures for those planning or currently working with SLA students in a PreK-12 educational setting. No student may earn credit for both 4023 and 5023. (Irreg.)

EDWL 5033 Methods for Teaching World Languages in PreK-12 Settings 3 Credit Hours
(Slashlisted with EDWL 4033) Prerequisite: EDWL 5023 and graduate standing. This course is a multidisciplinary approach to the teaching of World Languages in the PreK-12 setting. This course is designed to provide students with practical experience in the teaching of world languages and to introduce key issues in classroom language acquisition research and teaching methodology in the PreK-12 classroom. No student may earn credit for both 4033 and 5033. (Irreg.)

EDWL 5043 Theory and Practice in Bi/Multilingual Education 3 Credit Hours
Prerequisite: Graduate standing. Application of theory, research, and guiding principles to providing high-quality instruction, assessment, and advocacy for bi/multilingual learners in K-12 education. This course includes a specific focus on preparing content area teachers to support the dynamic bilingualism of linguistically diverse children through effective language and literacy instruction. (Sp)

EDWL 5553 Second Language Literacy for Spanish-speaking ELLs 3 Credit Hours
(Slashlisted with EDWL 4553) Prerequisite: Graduate standing and Admission into the Teacher Preparation Program; EDWL 4023/5023 is recommended, though not required. Course explores differences in literacy development of Spanish/English, and pedagogical approaches that leverage students' home language/literacy practices. Socio-cultural factors influencing literacy development are discussed. Home literacy, biliteracy, and culturally relevant practices are integral to the course framework. Equity/bias in classroom language practices and the multitude of relationships affecting Spanish-speaking families are examined. Taught bilingually in Spanish/English (dependent on student proficiency). No student may earn credit for both 4553 and 5553. (Su)

EDWL 5970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

EDWL 6930 Intensive Studies in World Languages Education 1-6 Credit Hours

Prerequisite: Graduate Standing, 12 hours of Education, and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

ILAC 2960 Individual Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

ILAC 3960 Honors Reading 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

ILAC 3970 Honors Seminar 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

ILAC 3980 Honors Research 1-3 Credit Hours

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

ILAC 3990 Independent Study 1-3 Credit Hours

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

ILAC 4003 Partnerships: Working With Parents and Community 3 Credit Hours

Prerequisite: admission to Teacher Education program. Approaches for working with students, parents, guardians, and the community (both locally and globally) will be addressed. Primary content for the course includes: student, parental and community involvement in schools, interaction/communication skills, diversity of families, available resources, and emerging trends. Community involvement and non-traditional field experiences will also be an integral part of the course. (F, Sp)

ILAC 4243 Student Teaching Seminar 3 Credit Hours

(Slashlisted with ILAC 5243) Prerequisite: Admission to Teacher Education Program; corequisite EDUC 4060. This course is designed to help students evaluate their own practice and develop educational research habits of mind. Specifically, as a result of the course students will better understand: a.) reflective practice and b.) the value of educational research. No student may earn credit for both 4243 and 5243. (Irreg.)

ILAC 4960 Directed Readings in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

ILAC 4970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

ILAC 4980 Practicum in Education 1-3 Credit Hours

1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

ILAC 4990 Special Problems in Education 1-4 Credit Hours

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

ILAC 5003 Models of Instruction 3 Credit Hours

Prerequisite: completion of undergraduate teacher education. Students will study teaching models and their strategies intended to improve abilities to analyze student-teacher interactions and to increase teacher effectiveness as instructor and manager in a variety of educational situations. (F, Sp)

ILAC 5023 Play, Creativity, and the Brain 3 Credit Hours

Prerequisite: Graduate standing. Graduate status. Research and theory underscoring the brain's need to learn and work through and with elements of play and creativity in all domains and areas of life. Students conduct an empirical research project connected to play and creativity and their own area of interest. (Irreg.)

ILAC 5123 Multicultural and International Children's Literature in Education 3 Credit Hours

Prerequisite: Graduate standing. A survey course designed to explore a range of key topics and scholarship around multicultural and international children's literature, as well as its place in K-20 education. Participants will be immersed in a wide variety of books from many cultural groups both inside and outside the United States. (Irreg.)

ILAC 5133 Multicultural Art Education 3 Credit Hours

Prerequisite: Graduate standing. Creative expression explores the arts as means of social critique, self expression, and identity development. We consider implications both for teaching and learning. (Sp)

ILAC 5143 Theory and Research in Education 3 Credit Hours

Prerequisite: graduate standing or permission of instructor. An introduction to the processes and products of educational research, such as stages in designing a study, introduction to research methods, and identification of the components of a research-based article. Develops critical consumers of educational research. (F, Sp, Su)

ILAC 5233 Understanding Different Cultures 3 Credit Hours

Prerequisite: graduate standing or permission of instructor. Provides information on cultural styles and characteristics of various ethnic and economic groups with emphasis on how teachers can understand and honor differences and similarities and adjust their teaching in order to be effective with a variety of students and families. (F)

ILAC 5243 Student Teaching Seminar 3 Credit Hours

(Slashlisted with 4243) Prerequisite: Graduate standing. This course is designed to help students evaluate their own practice and develop educational research habits of mind. As a result of the course, students will better understand reflective practice and the value of educational research. No student may earn credit for both 4243 and 5243. (Irreg.)

ILAC 5910 Practicum in ILAC--Master's 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing, permission of instructor and dean. May be repeated; maximum credit six hours. Variable as to title and subject profession. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)

ILAC 5920 Internship in Education--Master's 1-6 Credit Hours

1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

ILAC 5940 Field Studies in ILAC 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)

ILAC 5960 Directed Readings 1-4 Credit Hours

1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)

ILAC 5963 Learning and Technology 3 Credit Hours

Prerequisite: graduate standing or permission of instructor; may be repeated up to maximum of six credit hours. This course uses principles of universal design for learning (UDL). As practicing educators, you have unique needs tailored to your classrooms and communities. This course is designed to be asynchronous and self-guided. All students are required to go through the first three modules. After those, you can choose to engage with all or only some of the modules. (Irreg.)

ILAC 5970 Special Topics/Seminar 1-3 Credit Hours

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

ILAC 5980 Research for Master's Thesis 2-9 Credit Hours

Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)

ILAC 5990 Independent Study 1-4 Credit Hours

1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)

ILAC 6003 Curriculum Theory 3 Credit Hours

Prerequisite: admittance to Instructional Leadership & Academic Curriculum doctoral program. Supports five core themes: scholarly discourse; philosophical thinking/intellectual curiosity; the praxis of curriculum and instruction; democracy, diversity, and community; research knowledge, skills, and attitudes. (F)

ILAC 6013 Proseminar in Instructional Leadership and Academic Curriculum 3 Credit Hours

Prerequisite: admittance to Instructional Leadership & Academic Curriculum doctoral program. Required for new doctoral students, to be taken in sequence with 6023. Intended to introduce students to interdisciplinary, cross-disciplinary, and specialization studies in the field; university educators and fellow students; and the ethos of doctoral study and the academy. (F)

ILAC 6023 Theoretical Issues in Instructional Leadership 3 Credit Hours

Prerequisite: admittance to Instructional Leadership & Academic Curriculum doctoral program. Required for new ILAC doctoral students, to be taken in sequence with 6013. Focus on important theoretical issues which impact the research, curriculum, and practice of schools and other educational agencies. (Sp)

ILAC 6033 Critical Research Paradigms 3 Credit Hours

Prerequisite: admission to Ph.D. program or permission of instructor. Compares research paradigms and epistemologies and examines critical and transformative research approaches. (Irreg.)

ILAC 6043 Multilevel Modeling Applications for the Social Sciences 3 Credit Hours

Prerequisite: Graduate standing, EACS 6023 or OLYN 5163, and EACS 6673; Students must have experience with the statistical software STATA (at the level of EACS 6023 and EACS 6673). This is an advanced quantitative methods course to understand fundamental concepts and assumptions of statistics and learn applicable advanced methodologies in early childhood research. This class will provide sophisticated statistical techniques to formulate and test research hypotheses, examine rigorous research models, interpret results, and report and discuss the results. (Su)

ILAC 6233 Implications of Diversity 3 Credit Hours

Prerequisite: Doctoral-level standing. This course helps students develop a critical understanding of underlying issues related to diversity in school settings, develop a deep understanding of the complexity of different cultures, engage in scholarly and intellectual discourse related to diversity in American schools and society, develop an understanding of the implications of policy and advocacy, and understand the implications for curriculum, pedagogy, and research. (Irreg.)

ILAC 6413 Advanced Data Science Methods in Social Sciences**3 Credit Hours**

Prerequisite: EACS 6023 Applied Quantitative Research Methods or equivalent background, acquired through an introduction to statistics course. This course introduces students to advanced data science methods applicable in social science contexts. Topics include supervised and unsupervised machine learning algorithms, as well as modern computational social science techniques such as text mining and social network analysis. The course emphasizes practical application, using the programming language R to handle data and perform analyses. (Irreg.)

ILAC 6910 Practicum in Educ--Doctoral**1-6 Credit Hours**

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

ILAC 6920 Internship in Education--Doctoral**2-6 Credit Hours**

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

ILAC 6930 Intensive Studies in Education**1-6 Credit Hours**

1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

ILAC 6960 Directed Readings**1-3 Credit Hours**

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

ILAC 6970 Post-Master's Seminar**2-4 Credit Hours**

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

ILAC 6980 Research for Doctoral Dissertation**2-16 Credit Hours**

2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)

ILAC 6990 Individual Study in Education**1-4 Credit Hours**

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)

Faculty

Last Name	First/Middle Name	Middle init.	OU Service start	Title(s), date(s) appointed	Degrees Earned, Schools, Dates Completed
Beisly	Amber	H.	2022	ASSISTANT PROFESSOR, INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2022	PhD, Univ of Oklahoma Tu; M.S, OSU; BA, Kalamazoo College
Borden	Rebecca		2020	ASSISTANT PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2020	Ph.D., Univ of Oklahoma, 2017; M.Ed., Univ of Oklahoma 2012; B.A., Arizona State Univ 1998
Brugar	Kristy	A.	2014	ROBERT L. AND NAN A. HUDDLESTON PRESIDENTIAL PROFESSOR, 2018; ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2018	PhD, Michigan State Univ , 2012; M.Ed, George Washington Univ, 1996; BA, Univ of Michigan, 1994
Casey	Erin			ASSOCIATE PROFESSOR, INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM	PhD, Univ of Arkansas; M.A., Univ of Houston; B.A., Louisiana State Univ
Davis	William	S.	2021	ASSISTANT PROFESSOR, INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2021	Ph.D., Univ of Arkansas, 2020; M.A.T., Univ of Arkansas, 2012; B.A., Belmont Univ, 2011
Dewhirst	Courtney	B	2016	ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2016	PhD, Florida Atlantic Univ, 2016; MA, Mercer Univ, 2009; BA, Bucknell Univ, 2006
Ethridge	Elizabeth		2006	ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2010	Ed.D, Oklahoma State Univ, 1998; M.Ed, Northeastern State Univ, 1988; BS, Northeastern State Univ, 1986
Feille	Kelly	K	2017	ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2017	PhD, Texas Christian Univ, 2014; BA, Texas State Univ, 2003
Henry	Aiyana	G	2013	ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2013	EdD, Baylor Univ, 2012; MSED, Baylor Univ, 2002; BS, Univ of New Mexico, 2000

Hill	Crag	A.	2013	PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2016; RAINBOLT FAMILY ENDOWED EDUCATION PRESIDENTIAL PROFESSORSHIP, 2017	PhD, Univ of Idaho, 2008; MEd, Univ of Idaho, 2001; BA, San Francisco State Univ, 1990
Horm	Diane	M	2006	PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM AT TULSA, 2006; DIRECTOR, EARLY CHILDHOOD EDUCATION CENTER, 2006; GEORGE KAISER FAMILY/ TULSA COMMUNITY FOUNDATION CHAIR IN INFANT/TODDLER EDUCATION, 2010; DAVID L. BOREN PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2018	PhD, Virginia Tech, 1985; EdS, Radford Univ, 1983; MS, Virginia Tech, 1981; BS, Slippery Rock State Univ, 1978
Houser	Neil	O	1996	DAVID ROSS BOYD PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2014	PhD, Washington State Univ, 1990; MA, California State Univ, 1983; BA, Westmar College, 1979
Jang	Wonkyung		2022	ASSISTANT PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2022	PhD, Univ of North Carolina at Chapel Hill, 2022; M.Ed/ M.S., Univ of North Carolina at Chapel Hill, 12021; BA/BS, Univ of Oslo, 2015
Kershen	Julianne	E. L.	2022	ASSISTANT PROFESSOR, INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2022	Ed.D., Harvard Graduate School of Ed; M.Ed., Harvard Graduate School of Ed; B.F. A., University of Oklahoma
Kwon	Kyong-Ah		2016	ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM AT TULSA, 2016; DRUSA B. CABLE ENDOWED CHAIR IN EDUCATION AND EARLY CHILDHOOD EDUCATION, 2021; RAINBOLT FAMILY ENDOWED EDUCATION PRESIDENTIAL PROFESSOR, 2021	PhD, Purdue Univ, 2008; MS, Purdue Univ, 2004; MS, Sookmyung Womens Univ, 1997; BS, Sookmyung Womens Univ, 1994
Lake	Vickie	E	2013	PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2016	PhD, Univ of Texas, 1999; MS, Vanderbilt Univ, 1989; BS, Texas Tech Univ, 1987
Mueller	Amy		2022	ASSISTANT PROFESSOR, INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2022	Ph.D., Univ of Wisconsin; M.S., Univ of Wisconsin; B.S., Univ of Wisconsin
Pleasants	Jacob		2021	ASSISTANT PROFESSOR, INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2021	Ph.D., Iowa State 2018; M.A.T., Iowa State, 2011; B.A., Washington University in St. Louis, 2010
Raymond	Kate	M	2017	ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP & ACADEMIC CURRICULUM, 2018	PhD, Univ of Oklahoma, 2017; MS, Univ of North Carolina, 2002; BA, Univ of Pennsylvania, 2000
Reeder	Stacy	L	2005	PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2009	PhD, Univ of Oklahoma, 2002; MEd, Univ of Central Oklahoma, 1996; BS, Oklahoma Baptist Univ
Ruan	Jiening		2000	PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2015	PhD, Purdue Univ, 2000; MEd, Indiana Univ of Pennsylvania, 1996; BA, Xiamen Univ, 1989
Torres	Heidi	J	2016	ASSOCIATE PROFESSOR OF INSTRUCTIONAL LEADERSHIP AND ACADEMIC CURRICULUM, 2016	PhD, Indiana Univ, 2016; MS, Indiana Univ, 2011; BS, Univ of Texas, 1994; B Journalism, Univ of Texas, 1989; BA, Univ of Texas, 1989