

# JEANNINE RAINBOLT COLLEGE OF EDUCATION

---

100 Ellsworth Collings Hall  
820 Van Vleet Oval  
Norman, OK 73019-2041  
Phone: (405) 325-1081  
FAX: (405) 325-7390  
educationinformation@ou.edu  
www.ou.edu/education

## Administrative Officers

Gregg Garn, Ph.D., Dean  
Teresa K. DeBacker, Ph.D., Associate Dean for Professional Education  
Lawrence Baines, Ph.D., Associate Dean for Graduate Studies and Research  
Sherry Cox, Ph.D., Associate Dean for Undergraduate Advising

## General Information

### HISTORY

One of the stated purposes of the University of Oklahoma when founded in 1890 was the study of the “art of teaching.” However, education as a field of study did not become a priority until Stratton D. Brooks assumed the presidency of the University. Under Brooks’ leadership, education first became a field of study (1909), then a school of study in the College of Arts and Sciences (1910), and finally an independent school (1920). Brooks brought Warren Waverly Phelan from Baylor University in 1912 to serve as the first director of the school. Phelan served until 1926.

In 1929, the School of Education became the College of Education under the direction of Ellsworth Collings, who had been director of the School of Education. He served until 1945, and eight deans have served the College of Education since Collings. The current dean is Gregg Garn, appointed in 2012.

The College of Education was reorganized in 1986 into three departments: the Department of Educational Leadership and Policy Studies, the Department of Educational Psychology, and the Department of Instructional Leadership and Academic Curriculum. The college currently has more than 700 undergraduate and 800 graduate students who are pursuing degrees and/or certification. The College offers Bachelors, Master’s, Ph.D., and Ed.D. degrees; it is second only to the College of Arts and Sciences in the number of doctoral degrees awarded.

### MISSION STATEMENT

The primary mission of the Jeannine Rainbolt College of Education is to promote inquiry and practices that foster democratic life and that are fundamental to the interrelated activities of teaching, research, and practice in the multi-disciplinary field of education.

## Programs Offered

- Department of Educational Leadership and Policy Studies
  - Adult & Higher Education, Master of Education
  - Adult & Higher Education: Intercollegiate Athletic Administration, Master of Education
  - Educational Administration - Curriculum & Supervision, Master of Education
- Educational Studies, Master of Education
- Educational Leadership and Policy Studies Graduate Certificates
- Educational Leadership and Policy Studies Doctoral Programs
- Department of Educational Psychology
  - Special Education, Bachelor of Science in Education
  - Instructional Psychology & Technology: Educational Psychology, Master of Education
  - Instructional Psychology & Technology: Instructional Design & Technology, Master of Education
  - Instructional Psychology & Technology: Integrating Technology in Teaching, Master of Education
  - Professional Counseling, Master of Education
  - Professional Counseling: Counseling Research, Master of Education
  - Professional Counseling: Drug & Alcohol Counseling, Master of Education
  - Professional Counseling: School Counseling, Master of Education
  - Special Education, Master of Education
  - Educational Psychology Graduate Certificates
  - Educational Psychology Doctoral Programs
- Department of Instructional Leadership and Academic Curriculum
  - Early Childhood, Bachelor of Science in Education
  - Early Childhood: Birth through Third Grade, Bachelor of Science in Education
  - Elementary, Bachelor of Science in Education
  - Language Arts, Bachelor of Science in Education
  - Mathematics, Bachelor of Science in Education
  - Science Education: Biological Sciences, Bachelor of Science in Education
  - Science Education: Chemistry, Bachelor of Science in Education
  - Science Education: Earth Science, Bachelor of Science in Education
  - Science Education: Physical Science, Bachelor of Science in Education
  - Science Education: Physics, Bachelor of Science in Education
  - Social Studies, Bachelor of Science in Education
  - World Language Education: French, Bachelor of Science in Education
  - World Language Education: German, Bachelor of Science in Education
  - World Language Education: Latin, Bachelor of Science in Education
  - World Language Education: Spanish, Bachelor of Science in Education
  - ILAC: Early Childhood Education, Master of Education
  - ILAC: Elementary Education, Master of Education
  - ILAC: English Education, Master of Education
  - ILAC: Instructional Leadership, Master of Education
  - ILAC: Mathematics Education, Master of Education
  - ILAC: Reading Education, Master of Education
  - ILAC: Science Education, Master of Education
  - ILAC: Science, Technology, Engineering & Math (STEM) Education, Master of Education
  - ILAC: Secondary Education, Master of Education
  - ILAC: Social Studies Education, Master of Education

- ILAC: Teacher Education, Master of Education
- ILAC: World Language Education, Master of Education
- Reading Specialist, Master of Education
- 21st Century Teaching & Learning, Master of Education
- ILAC Graduate Certificates
- ILAC Doctoral Programs

## Programs and Facilities

### The Oklahoma Writing Project

The Oklahoma Writing Project, directed by Priscilla Griffith, is devoted to improving the quality of composition instruction in elementary and secondary schools. The program, which has professionally prepared more than 500 educators as teacher consultants, is part of the National Writing Project, a network of university school programs across the nation. The OWP Teacher Consultants then travel to schools throughout the state, presenting in-service workshops to assist other educators in developing students' writing performance.

### Zarrow Center for Learning Enrichment

The Zarrow Center for Learning Enrichment at the University of Oklahoma studies transition, self-determination, and post-secondary education of youth and adults with disabilities and those at risk for school failure. Masters and doctoral students who conduct research at the Zarrow Center learn skills to become future educational leaders. Faculty and students disseminate their work through books, articles, teaching materials, classes, workshops, and professional presentations. An endowment from the Zarrow Family Foundation of Tulsa funds the Zarrow Center activities.

### Center for Educational Development and Research (CEDaR)

The Center for Educational Development and Research (CEDaR) provides support for the research and scholarship of faculty and graduate students in the College of Education. Its work includes data services, academic editing, survey design and administration, and grant-writing support. In addition, CEDaR regularly sponsors workshops on research related software.

### The K20 Center for Educational and Community Renewal

The K20 Center for Educational and Community Renewal is a consortium of school-university-community partnerships committed to improving student achievement and democratic citizenship through authentic teaching, technology integration, and cooperative networking. It is an interdisciplinary, university-wide center with a focus on educational and community renewal in the U.S. and internationally. The K20 Center proposes a model addressing the needs of children and families through interactive, action-oriented partnerships among schools, families, universities, and community and government agencies. The K20 Center brings teachers, administrators, students, parents, school board members, community members, business leaders, information technologists, university faculty and students together to share ideas, observe best practices, identify and analyze problems, and develop strategies for improved teaching, learning, and community life.

### Center for Leadership Ethics and Change

The Center for Leadership Ethics and Change's primary mission is to engage with both university-based and PK-12 practitioner initiatives that support its vision.

### Early Childhood Education Institute

The Early Childhood Education Institute at OU-Tulsa strives to advance and support early childhood programming and policies by generating, disseminating, and applying meaningful research.

### The Hardman Center for Children with Learning Differences

The Hardman Center for Children with Learning Differences was created through a gift from Ruth G. Hardman, a long-time Tulsa resident known for her philanthropy and interest in literacy and education. The Hardman Center has a dual mission of outreach across the state to assist parents, teachers, and schools in helping children with learning differences be more successful in school, and of applied research to close the gap between best and current practices in literacy education.

### The Institute of Child Development

The Institute of Child Development, which serves approximately 50 children from the Norman and University communities, has been accredited by the National Academy of Early Childhood Programs. 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. The OU Institute of Child Development was in the first group of licensed child care facilities in the United States to be accredited.

### John W. Renner Science Education Center

The John W. Renner Science Education Center's mission is to continue to be at the forefront of science education research while preparing teachers and professionals for lasting scholarly work and personal development in order to improve upon science education.

### Society for Educating Women

The Society for Educating Women is an international and intergenerational community of learning and inquiry on women, gender and education.

### Sandra L. O'Brien Collaborative Learning Hub

The Sandra L. O'Brien Student Computer Lab, recently renovated and renamed "Sandra L. O'Brien Collaborative Learning Hub" is available to students, faculty, and staff of the Jeannine Rainbolt College of Education for academic, research or personal use.

### Debt-Forgiveness Program

Debt-Forgiveness Program, a merit and need based assistance initiative directed toward outstanding students in the College with significant debt associated with their education. This fund will target high need areas in Oklahoma education in order to recruit and retain the nation's best students.

### Urban Teacher Preparation Academy

The Urban Teacher Preparation Academy (UTPA) prepares pre-service teachers to better serve diverse students in high need Oklahoma City urban public schools. The program places selected upper-level education majors in Oklahoma City Public elementary, middle, and high schools for a semester-long student teaching experience.

# Undergraduate Study

## General Information

### Admission

There is a two-step admission process for students seeking to enter the Jeannine Rainbolt College of Education.

#### 1. Admission to the Jeannine Rainbolt College of Education (Step 1)

Students at the University of Oklahoma are eligible for admission to the college after they have:

- a minimum of 24 semester hours earned from an accredited institution of higher learning;
- a minimum of 2.75 combined retention grade point average on all coursework attempted;
- declared major in education.

#### 2. Full Admission to a Certification Program (Step 2)

Students are eligible to apply for full admission to a teacher education certification program after they have:

- a minimum of 30 semester hours from an accredited institution of higher learning earning a grade of C or better in the following 24 hours of coursework as defined by the Oklahoma State Regents for Higher Education: English (Composition and Literature) ENGL 1113 and ENGL 1213 or their equivalencies—six hours; MATH (Gen Ed Core I)—three hours; American History—three hours; American Government—three hours; Gen Ed Core IV-AF, WC, NWC; Foreign Language or other advisor approved Gen Ed course – three hours; Social and Behavioral Sciences—three hours; Natural Sciences—three hours;
- a minimum OU retention and combined retention grade point average of 2.75 on all coursework attempted;
- Take and Pass the Oklahoma General Education Test (OGET). Please contact the College if you have taken and passed the PPST in another state.

Admission to a teacher education certification program requires meeting particular program requirements, submission of an application and essay, background check, and an interview with program area faculty. Upon successful completion of the interview process, students will be fully admitted to a specific teacher education program and given permission to enroll in education classes.

### Admission to the Graduate College to Complete the Graduate Certification Component of the TE-PLUS Program. Required only for extended programs (Early Childhood, Foreign Language and Language Arts).

Students must be admitted to the Graduate College to complete the graduate certification component of the TE-PLUS program. They may begin a master's degree program or be classified by the Graduate College as a certification only student. Those students wishing to pursue a master's degree must also meet the specific admission requirements for that degree. For full admission to the Graduate College, students must achieve a 3.00 cumulative grade point average on the last degree conferring transcript; for conditional admission, students must achieve a 2.50-2.99 cumulative grade point average on the last degree conferring transcript. Students also must meet the admission requirements of the master's program they wish to enter.

Academic credit from any division of the University of Oklahoma – Norman campus, Health Sciences Center, OU-Tulsa, or Continuing Education – is considered resident credit at the University of Oklahoma. Grades and hours earned in any of these divisions are included in the OU

retention and cumulative grade point averages for purposes of admission or readmission to the University, and to the individual colleges within the University.

**Admission requirements are subject to change on an annual basis. For information that applies to you, please consult the degree checklist in effect at the time of your first enrollment in the state system.**

## Retention

- When a student accepts an offer of admission into a JRCoE department or program, he or she commits to comply with all its regulations, including those regarding professional conduct and dispositions that are contained in the JRCoE Professional Conduct Policy.
- Students must maintain a minimum OU retention and combined retention grade point average of 2.75 in all undergraduate coursework. Students whose OU retention or combined retention grade point average at the undergraduate level falls below 2.75 will be subject to dismissal from the college. In the graduate component of their program, students must meet Graduate College requirements of a minimum 3.00 grade point average in all graduate coursework attempted and earn no grade less than a B. Academic credit from any division of the University of Oklahoma – Norman campus, Health Sciences Center, OU-Tulsa, or Continuing Education – is considered resident credit at the University of Oklahoma. Grades and hours earned in any of these divisions are included in the OU retention and cumulative grade point averages for purposes of admission or readmission to the University, and to the individual colleges within the University.
- Students must maintain a minimum of 2.75 grade point average in all professional and all specialized education courses earning no grade less than a C.
- Students must earn a C or better in COMM 1113 or its equivalent.
- Students who have not earned OU retention or combined retention grade point averages of 2.75 after the completion of 60 semester hours will be dismissed from the College.
- Because one college level math course is a requirement for full admission into both the college and the teacher preparation program, declared Education majors must complete at least one college-level Math within the first four semesters of enrollment at OU. Transfer students who have not completed a college level Math course will have two semesters to complete the requirement. Students who fail to meet the requirement within the time limits specified will be subject to dismissal from the College.
- Students will be withdrawn from courses for failing to observe prerequisites and corequisites. Continued disregard of prerequisites and corequisites is grounds for dismissal from the college.
- Coursework over 10 years old in the professional and specialized education must be reviewed and approved by faculty in the appropriate area before it can be credited toward the completion of a teacher education degree or certification program. There is no guarantee that work over 10 years old will be accepted.
- A student has six years to complete a teacher education degree after full admission to a teacher certification program. After the six-year period, a student must seek readmission to that program and meet the program requirements at the time of readmission.
- To begin the graduate certification component, students must be admitted to the Graduate College in good standing (3.00 on the last degree conferred) or conditionally (2.50–2.99 on the last degree conferred).

## Requirements for Graduation

**The responsibility for meeting all graduation requirements lies with the student.** The requirements for graduation from the University of Oklahoma through the Jeannine Rainbolt College of Education are:

- A minimum of 124 semester hours inclusive of general education, professional education, specialized education and elective courses.
- OU retention and combined retention grade point averages of 2.75 or higher.
- Minimum grade point average of 2.75 in all professional and all specialized education coursework.
- A minimum of 40 hours of upper division coursework (3000-4000).
- A grade of C or better in all professional and specialized education coursework.
- A minimum of 60 hours from a senior institution.
- Completion of an Application for Graduation and file by the published deadline.

## General Education

General Education introduces the student to the arts, sciences and humanities as knowledge taken to be worthy in and of itself; as being valuable to the citizen participating in the American democracy; as knowledge useful to all in a technological society; and as an introduction to the fields of knowledge exposing the college student to various career options.

General Education is based on those studies known as the liberal arts and liberal sciences, which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, the social and behavioral sciences, and oral and written communication skills.

Please refer to the respective checksheets for specific General Education requirements.

## Professional Education

Professional core education courses are those classes taken by all students who are preparing to become teachers.

Admission to the student teaching internship semester requires students to be in good standing and have completed **all** baccalaureate degree requirements with the exception of the Internship and research course.

Continued progress in the professional sequence is dependent upon successful completion of prerequisites.

## Specialized Education

Specialized education requirements vary according to the teacher certification program. Continued progress in the specialized Education coursework is dependent upon successful completion of prerequisites.

## Other Requirements

### Transfer Work

All professional education coursework transferred to the University of Oklahoma and submitted by the student as the equivalent of required courses in any teacher certification preparation program will be subject to the approval of the Jeannine Rainbolt College of Education.

### Academic Residence

A student in the Jeannine Rainbolt College of Education shall satisfy the minimum academic residence requirement by completing courses offered on the University's Norman campus or at a residence center. Residency

begins with full admission to teacher education. The student can meet the residence requirement through one of the two following options:

- Completing in residence 45 of the last 60 hours prior to graduation after being fully admitted to a teacher education program; **or**,
- Completing in residence the last 30 consecutive hours prior to graduation after being fully admitted to a teacher education program.

## Advanced Standing, Correspondence and/or Extension

Credit granted through advanced standing may be accepted as residence study. Please refer to the Admissions section of this catalog for further information on the regulations governing advanced standing credit. Credit earned through correspondence cannot be used to meet the basic professional sequence requirements. The maximum allowable accumulation of advanced standing, correspondence and extension study credit in general education, specialized education, and professional education shall be one-fourth the total semester hours required in each category.

University of Oklahoma regulations pertaining to the acceptance of correspondence and extension credit from other institutions must be met before such work may be applied toward the degree.

## Credit Hour Load

### Undergraduate Students

Sixteen semester hours constitute a normal enrollment for fall and spring. Students may enroll for 19 semester hours. Students with grade point averages of 3.00 or above may enroll for 20 semester hours if they have the approval of their adviser and the dean of the college. Students with grade point averages of 3.50 may take more than 20, up to a maximum of 24, semester hours if they have the approval of their adviser and the dean of the college. During the summer session the normal enrollment is 14 semester hours. Students with grade point averages of 3.00 -3.49 may enroll for 15 summer semester hours or 18 hours with a 3.50 or above if they have the approval of their adviser and the dean of the college. Normal enrollment for a summer Intersession is 3 hours. Students may enroll in 4 Intersession semester hours with grade point average of 3.00 -3.49 or for 5-6 Intersession semester hours with a 3.50 grade point average or above if they have the approval of their adviser and the dean of the college.

### Graduate Students

Students enrolled for the student teaching internship may not take more than nine semester hours without the approval of their faculty adviser and the dean.

## Pass/No Pass Option

The pass/no pass option may be used only on elective courses belonging to one of the General Education areas of free electives. That is, if a specific course is listed as a requirement in one of these areas, it may not be completed under the pass/no pass option. Since such specific requirements vary with the individual teacher certification programs, it is the responsibility of the students to check their particular program requirements in the General Education areas so that they may properly apply the pass/no pass option to their credit for graduation. All professional and specialized education course requirements are also excluded from the pass/no pass option.

## Student Responsibility

The Jeannine Rainbolt College of Education disseminates information through the various offices, particularly the Academic Advising Center. An adviser is appointed to every student enrolled in the college. Even so, the



student is expected to read the catalog, and know and understand all the requirements stated therein and on the appropriate degree checksheet. **The final responsibility for meeting degree requirements rests with the student.**

## Academic Retention Notice

Any student whose OU retention or combined retention grade point average falls below 2.75 will be subject to dismissal from the college.

## Degrees Awarded

A degree is awarded only upon recommendation of the college, and represents the satisfactory completion of all requirements.

**Degrees of Special Distinction** will be awarded to graduating seniors who:

- Have grade point averages of not less than 3.75 combined cumulative on all completed coursework;
- Have completed not less than 60 hours of their last 75 hours in residence at the University; and
- Have not been subject to disciplinary action.

**Degrees with Distinction** will be awarded to graduating seniors who:

- Have grade point averages of not less than 3.50 combined cumulative on all completed coursework;
- Have completed not less than 60 of their last 75 hours in residence at the University; and
- Have not been subject to disciplinary action.

## Licensure and Certification

Students who earn their degrees from the University of Oklahoma and who have satisfactorily completed the program requirements, including success on the three Certification Examinations for Oklahoma Educators (OGET, OSAT, and OPTE), will be recommended by the Jeannine Rainbolt College of Education for state licensure. A teaching license will be issued by the Oklahoma State Department of Education. The license to teach is valid for one year, during which time the holder participates in the Oklahoma Resident Teacher Program. The residency must be served in an accredited school and under the supervision of a committee composed of professionals from the school and from among University teacher education personnel.

The committee is responsible for assisting the resident teacher and for making a final recommendation as to the resident teacher's eligibility for a standard teaching certificate.

## Teaching Certificate Programs

The following three teacher certification programs are available exclusively through the Jeannine Rainbolt College of Education:

- Early Childhood Education
- Elementary Education
- Special Education

The following are offered either through the Jeannine Rainbolt College of Education or in collaboration with the College of Arts and Sciences:

- World Language Education: French, German, Latin and Spanish
- Language Arts Education
- Mathematics Education

- Science Education
- Social Studies Education

The following is offered through the Weitzenhoffer Family College of Fine Arts:

- Music Education: Instrumental, Vocal

Graduation requirements vary according to which college a student elects to enter, and are stated on the program area checksheets.

## Field Experiences

The TE-PLUS program contains three formal field experiences where students are placed in educational environments representing rural, urban, and suburban settings. These field experiences are tied to particular coursework. Students will learn about the expectations and their placements during class. Other, more informal field experiences are affiliated with some of the courses in professional and specialized education courses. These experiences are critical to student's professional development. Each teacher certification program culminates with the student teaching internship as a 16-week full-time field experience.

## Graduate Study

Graduate programs in the Jeannine Rainbolt College of Education foster the insights and skills needed to deal with the most pressing challenges facing the education profession. They also are well regarded by professors and educational leaders throughout the nation. Outstanding faculty members construct rigorous coursework and field experiences for graduate students and engage in millions of dollars of funded research.

Master's programs generally prepare graduates for advancements or new roles within their respective fields as practitioners. For educators, the M. Ed. generally provides students with the knowledge and skills needed to obtain leadership positions in schools or to add initial or advanced certification in teaching. Many programs also help students develop methods of inquiry and can lead to careers in research.

Doctoral programs in the Jeannine Rainbolt College of Education foster the insights and skills needed to deal with the most pressing challenges facing the education profession. Our programs are also highly regarded by deans and professors throughout the region and nation. Outstanding, internationally known faculty members construct rigorous opportunities for advanced study, mentor students and engage in millions of dollars of funded research.

The Ph.D. programs prepare researchers to serve in professional positions in universities, research agencies, policy agencies and schools. An Executive Doctor of Education (Ed.D.) degree is offered in Educational Administration, Curriculum and Supervision. All College of Education doctoral students are essential partners in developing new knowledge and in preparing the next generation of educators, practitioners, counselors and scholars.

## Student Organizations

### Association of Adult, Higher Education, and Development (AHEAD)

AHEAD is a graduate student organization that works to aid its members' personal and professional development through informing and encouraging participation in opportunities in the field of Higher Education. AHEAD also serves as a social organization that helps encourage building relationships across all areas in EDAH. The

organization consists of an executive board that is modeled off of a leadership structure found in many national organizations within the field. The board collectively governs the direction of the organization with collaboration with all members.

### **The Counseling Student Association (CSA)**

The Counseling Student Association aids the entry of graduate students into the professions of Counseling Psychology, Community Counseling, and School Counseling through such activities as mentoring new students, arranging colloquia, and providing input into program curricula and governance.

### **Dean's Student Advisory Committee (DSAC)**

The presidents of all of the undergraduate student organizations in the Jeannine Rainbolt College of Education comprise the Dean's Student Advisory Committee. Student leaders meet with the dean once a month to discuss current issues in the college and ways to improve their educational experience. The committee organizes several college events throughout the year, including the college-wide picnic, homecoming parade, Sooner Saturday, and the Scholastic Book Fair. Meetings are open to all interested students.

### **Diversity Appreciation Group (DAG)**

Diversity Appreciation Group (DAG) is a student-run group that is part of the Counseling Student Association. Its main objective is to create a forum in which students and faculty can explore and discuss beliefs, values and behaviors in relation to others who are different in terms of age, gender, race, ethnicity, religion, sexual orientation, physical and mental abilities, socio-economic status, and other differences. Activities and cultural events are organized to help participants challenge their own biases.

### **EdPsych Graduate Organization (EGO)**

The purposes of the EGO are to collect, organize, and disseminate information to all graduate students in the Department of Educational Psychology regarding department news; scholarship, fellowship, assistantship, and research opportunities; employment opportunities; and social gatherings. A further purpose of the group is to serve as a hub for networking and establishing support systems. The group serves as a colloquia from which to learn about the latest theories, ideas, technologies, and practices within the specific areas of Instructional Psychology and Technology, the Counseling Programs, and Special Education. The group also serves as an agency from which to invite outside or local speakers on relevant subjects. Further, the group fosters understanding, cooperation, and collaboration between the specific areas of focus within Educational Psychology.

### **Graduate Student Council**

The Graduate Student Council exists to discuss issues and concerns from the graduate students of the College, and serve as liaisons between the Dean's office and the graduate student organizations. The Council meets monthly during the academic year with the Associate Dean for Graduate Studies and Research, and its members are involved in programs and projects that support graduate student representation and community in the College. The Council consists of a representative from each of the College's Graduate Student Organizations: AHEAD, CSA, EGO, ILAC, OESA and NSTA.

### **Kappa Delta Pi (KDP)**

Kappa Delta Pi, the international honor society in education, recognizes outstanding contributions to education and encourages professional

fellowship. Membership is by invitation and is offered for undergraduate and graduate education students who exhibit sound scholarship (a GPA of at least 3.25), commendable personal qualities, and worthy educational ideals.

### **Oklahoma Sooners National Science Teachers Association Student Chapter (NSTA)**

The Oklahoma Sooners National Science Teachers Association Student Chapter is a registered student organization at OU and an official student chapter of the National Science Teachers Association (NSTA). The purpose of our chapter is to advocate the mission of NSTA, which is to promote excellence and innovation in science teaching and learning for all; to acquaint preservice teachers of science with the support resources available from NSTA; to provide additional professional development in science education to preservice teachers; and to create a network of preservice teacher at universities or colleges across the world. Benefits of the student chapter include a free one-year NSTA electronic student membership and opportunities to gain leadership skills, to enhance career growth, to network with peers and experienced science teachers and educators, and to support science education.

### **Oklahoma Educational Studies Association (OESA)**

OESA is an academic organization founded in 2001 to support graduate students and faculty in Education studies. Membership in OESA is open to all graduate students and faculty at the University of Oklahoma who are involved in educational inquiry in good academic standing, and committed to high quality scholarship and inquiry in the various fields of education. Education Studies derives its character and methods from a number of academic disciplines and area studies, including history, philosophy, sociology, anthropology, religion, politics and law, cultural studies, gender studies and educational policy studies.

### **The Student Council for Exceptional Children (SCEC)**

The University of Oklahoma Student Council for Exceptional Children is dedicated to enhancing the preparation of preservice special educators as they are about to embark on teaching students of all abilities. Professional development on timely topics through specific presentations is ongoing throughout the fall and spring semesters. Direct interaction with fellow students and faculty members further enriches the experiences available through this organization. Service learning provides additional opportunities to strengthen skills that will be needed once practicing in the field. Membership is open to preservice general educators as well as special educators.

### **Student Oklahoma Education Association (SOEA)**

The University of Oklahoma Student Oklahoma Education Association (SOEA) is a pre-professional organization of undergraduate and graduate students currently preparing for careers in education. Through SOEA, students are affiliated with the larger Oklahoma Education Association and the National Education Association. Membership in SOEA provides networking opportunities with professional educators and the opportunity to participate in professional development workshops and unite for special projects.

## **Scholarships and Financial Aid**

### **Undergraduate Scholarships**

- Frank and Dyan Agar Scholarship
- Bellwether Society Scholarship
- Danni and Dan Boz Endowed Education Scholarship
- Blanche Honaker Brakebill Scholarship

- Leah Copass Brakebill Scholarship
- Jane Holland Browning Education Endowed Scholarship
- Cleveland/McClain County Retired Educators Assn. Scholarship
- Judith Bratcher Crockett Scholarship in Education
- Mary Marie Cunningham Scholarship
- Dallas Area Education Alumni Scholarship
- Frances Ranson Dunham Scholarship Fund
- Carl P. and Erma W. Dunifon Education Scholarship
- Sarabeth and Gary Farney Scholarship
- Dawn M. Glitsch Memorial Scholarship
- Dr. Charles E. Grady, Jr. Memorial Scholarship
- Virginia Hallum Trust Award
- Clara Rusk Hastings Scholarship Trust
- Elizabeth Raye Hazelwood Scholarship
- Joanne Hendrick Early Childhood Endowed Scholarship
- Rosa Brink and Shirley Brink Holladay Scholarship
- Cathey A. Simmmons Humphreys Endowed Scholarship
- Eunice Lewis Mathematics Education Scholarship
- Sandra L. O'Brien Endowed Scholarship
- Oklahoma State Regents for Higher Education Future Teacher Scholarship Program
- Parks Memorial Scholarship
- Jeanne Reeder Perkins Scholarship
- Jake Pollock and Miller McHale Early Childhood Education Scholarship
- Jeannine T. Rainbolt Scholarship
- Donald L. Ranallo, Jr. Endowed Scholarship
- Erin and Mary Reed Scholarship
- Landra and Grant Rezabek Scholarship Fund
- Patricia Elaine Rigney Scholarship
- Lillian J. Scott Endowment Fund
- Joan K. Smith Endowed Scholarship
- Social Studies Secondary Education Endowed Scholarship
- Sherry S. Steele Scholarship
- Chipman Gray (Chip) Stuart Endowed Scholarship
- B.H. Taylor Scholarship
- Teach America Tomorrow Award
- Sharen Jester Turney Education Endowed Scholarship
- University of Oklahoma College of Education Alumni and Friends Association Scholarship
- Nadine R. Vincent Scholarship Fund
- Lila Merle Welch/Garnett Fittro Memorial Scholarship
- Carl P. and Erma W. Dunifon Scholarship Fund
- Herbert Hengst Scholarship in Administration in Higher Education
- Rosa Brink and Shirley Brink Holladay Scholarship
- Kern and Ruth Chastaine Johnson Scholarship Fund
- Fred Kierstead Memorial Scholarship
- Dr. Boleslaus S. Kurpiewski Scholarship
- Paul F. Kleine Graduate Scholarship
- Michael Langenbach Scholarship
- Eunice Lewis Mathematics Education Scholarship
- Sandra L. O'Brien Endowed Scholarship
- Anna and Harold Paige Scholarship
- Jeanne Reeder Perkins Scholarship
- William B. Ragan Memorial Scholarship
- Jeannine T. Rainbolt Scholarship
- Donald L. Ranallo, Jr. Endowed Scholarship
- Patricia Elaine Rigney Scholarship
- Lillian J. Scott Endowment Fund
- R. Steven Shu Special Education Endowed Scholarship
- Dr. Glenn Snider Education Scholarship Fund
- Social Studies Secondary Education Endowed Scholarship
- Sharen Jester Turney Education Endowed Scholarship
- University of Oklahoma College of Education Alumni and Friends Association Scholarship
- Nadine R. Vincent Scholarship Fund
- Richard P. Williams Memorial Scholarship
- Fred Wood Scholarship

Visit OU Scholarships for more information on scholarship opportunities, and OU Financial Aid Services for information on financial aid opportunities.

## Courses

**EDPR 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.)

**EDPR 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)

**EDPR 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.)

## Graduate Scholarships

- William Jeffrey Argo Scholarship Fund
- Bellwether Society Scholarship
- Dan and Danni Boz Endowed Education Scholarship
- Blanche Honaker Brakebill Scholarship
- Jane Holland Browning Education Endowed Scholarship
- A.E. Clark Memorial Graduate Scholarship
- Dallas Area Education Alumni Scholarship
- Hannah Foreman Davis Scholarship Fund
- Frances Ranson Dunham Scholarship Fund

- EDPR 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.)
- EDPR 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.)
- EDPR 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)
- EDPR 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.)
- EDPR 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.)
- EDPR 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.)
- EDPR 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.)
- EDPR 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.)
- EDPR 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.)
- EDPR 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.)
- EDPR 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.)
- EDPR 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.)
- EDPR 5972 Pre-Master's Seminar 2 Credit Hours**  
Prerequisite: 12 hours of education, graduate standing, permission of instructor. May be repeated; maximum credit four hours. Enrollment limited to students who are in early post-baccalaureate curricula. (Irreg.)
- EDPR 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)
- EDPR 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.)
- EDPR 6902 Pre-Doctoral Seminar 2 Credit Hours**  
Prerequisite: graduate standing. An introduction to advanced graduate scholarship in education, including a review of advanced level trends and issues in specific fields within education. (Irreg.)
- EDPR 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.)
- EDPR 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.)
- EDPR 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.)



- EDPR 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.)
- EDPR 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)
- EDPR 6980 Research for Doctoral Dissertation 2-16 Credit Hours**  
 Maximum of 15 hours credit for the Ed.D. and 30 hours for the Ph.D. (F, Sp, Su)
- EDPR 6990 Individual Study in Education 1-4 Credit Hours**
- EDUC 2400 Field Experiences in Education 1-3 Credit Hours**  
 (Also listed under Professional Studies in Education.) 1 to 3 hours. 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.
- 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 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 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.)
- 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 4013 History, Culture and Education in Costa Rica 3 Credit Hours**  
 Prerequisite: approval for study abroad; permission of instructor or department. May be repeated; maximum credit 6 hours. This field-based course will concentrate on the history, culture and customs of the host country: Costa Rica. Course content will be directed toward cultural analysis of the host country with special focus on the exploration of the students' multicultural consciousness. (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 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 5106 Culture and Communication Techniques for ESL/ELL 6 Credit Hours**

Prerequisite: 12 hours of Education and admission to Graduate Certificate program. Provides educators tools to work with ESL/ELL learners, addresses issues particular to culturally diverse students, schools, and community. Provides opportunities to compare cultural differences between U.S. and non-U.S. schools. Introduces communication techniques focusing on: school content, conversation in the target language, practical vocabulary, on-the-job situations and cultural information. (Sp)

**EDUC 5114 Immersion in Language, Culture and Pedagogy 4 Credit Hours**

Prerequisite: 5106 and graduate standing. Collaboratively-developed summer immersion program in education takes place in Mexico. Combines classroom instruction and cultural experiences to provide educators opportunities for authentic language use and insights into Hispanic students' cultural backgrounds. Understanding different cultures equips educators to organize classrooms and programs to help students learn, communicate, and engage. (Su)

**EDUC 5126 Application and Pedagogy 6 Credit Hours**

Prerequisite: 5106, 5114, and graduate standing. Course focuses on developing, enhancing and improving instructional expertise and culturally-relevant knowledge of practicing educators and administrators who work with ELS/ELL students. With faculty support, teachers will engage in action research that utilizes language and cultural understanding to directly address needs of ESL/ELL students in their classrooms and schools. (F)

**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. (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 5972 Pre-Master's Seminar 2 Credit Hours**

Prerequisite: 12 hours of education, graduate standing, permission of instructor. May be repeated; maximum credit four hours. Enrollment limited to students who are in early post-baccalaureate curricula. (Irreg.)

**EDUC 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)

**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 6902 Pre-Doctoral Seminar 2 Credit Hours**

Prerequisite: graduate standing. An introduction to advanced graduate scholarship in education, including a review of advanced level trends and issues in specific fields within education. (Irreg.)

**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**

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.)