

Internship or Clinical Teaching Requirements

The appropriate subject-specific TExES examination of content knowledge must be passed in order to be admitted to internship or clinical teaching. In addition, prior to beginning an internship, at least two professional preparation courses and 30 clock hours of field experience must be completed. (A candidate who is a "late hire" by a district will complete these requirements during the first semester of the internship. *Texas Administrative Code Rule 228.35*)

Intern teachers are contracted employees of a school district and receive the regular salary and benefits of a first year teacher. The internship period is for one school year, either fall-spring or spring-fall. Clinical teachers are not under contract to a school district and receive no salary or benefits. They work in partnership with a contracted teacher for a period of 12 weeks. (*Texas Administrative Code Rule 228.35*)

The School of Education works with the Texas State Board for Educator Certification and school districts in the Permian Basin region to assure that programs meet the requirements of teachers in the area. Requirements do change frequently. Thus, students who intend to apply for certification are urged to consult the certification officer in the School of Education to verify current requirements and Examination for Certification information.

Course Listings

EDBI 6323 History and Politics in Bilingual Education (3)

A historical perspective of the development of bilingual education in the United States, including political facts, legislation, court rulings and pedagogical research on English language learners.

EDBI 6324 Teaching Science, Social Studies and Math in Spanish (3)

A critical analysis of materials in Spanish available for teaching science, social studies and math. A survey of strategies for teaching science, social studies and math to Spanish speakers. Prerequisite: Spanish Proficiency.

EDBI 6325 Teaching Language Arts and Reading for Spanish Speakers (3)

A critical analysis of materials in Spanish available for teaching language arts and reading. A survey of strategies for teaching reading and language arts to Spanish speakers. Prerequisite: Spanish Proficiency.

EDBI 6326 Methods of Teaching ESL (3)

An introduction to the theoretical and practical aspects of teaching English as a Second Language.

EDBI 6327 Issues and Advanced Problems in English as a Second Language (3)

A comparative and contrastive analysis of the interrelationships of language, culture and learning in the classroom setting.

EDBI 6392 Practicum: Bilingual/ESL (3)

Students are placed in a bilingual/ESL setting for one full semester. Students will follow a clinical model to prepare instruction for individual or small groups of English language learners. Students will develop a philosophy statement and will conduct assessment and prescriptive instruction.

EDBI 6395 Seminar: Seminar in Bilingual/ESL Education (3)

A seminar in bilingual education and ESL, including in-depth research into critical issues and the opportunity to apply research skills in a thorough investigation of a topic of interest and importance in the field.

EDBI 6397 Research in Education (3)

A direct topic study which will serve as a culminating experience for the Master in Education candidate. Students may elect this option instead of the project (EDUC 6398) or thesis (EDUC 6399).

EDBI 6398 Master's Study: Bilingual/ESL (3)

A directed research project which will serve as a culminating experience for the Master in Education with emphasis on bilingual/ESL education. Students may elect this option instead of the directed topic study (EDBI 6397) or thesis (EDBI 6399).

EDBI 6399 Thesis: Bilingual/ESL (3)

A research option which will serve as a culminating experience for the Master in Education with an emphasis in bilingual/ESL education. Students may elect the thesis instead of the directed topic study (EDBI 6397) or thesis (EDBI 6398).

EDCO 6377 Foundations of Counseling (3)

Theoretical, experiential and applied overview of professional counseling and the counseling process. Includes emphasis on legal and ethical professional issues and functions of counselors in different settings.

EDCO 6378 Career Counseling and Career Development (3)

Developmental perspectives of career planning and counseling. Emphasis on career development theories, information system approaches, and career counseling processes.

EDCO 6379 Educational Appraisal Techniques (3)

Application and interpretation of formal and informal measures of aptitude, achievement, interest and personality tests will be examined.

EDCO 6380 Group Process in Counseling (3)

Didactic and experiential introduction to the dynamics and theory of group processes and techniques as applied to counseling and psychotherapy in groups.

EDCO 6381 Micro-Counseling (3)

Presentation, demonstration and videotaped practice in the necessary skills to effectively conduct counseling sessions with clients. Prerequisite: EDCO 6377 (or equivalent) and permission of the instructor.

EDCO 6382 Developmental Guidance Programs in the Schools (3)

The organization and management of a developmental guidance program in the schools. Examines both the ASCA National Model for school counseling as well as the State of Texas Developmental Guidance Plan.

EDCO 6383 Counseling Children and Adolescents (3)

Theories and techniques appropriate to the counselor's work with children and adolescents and to counseling and consultation with their families and teachers.

EDCO 6384 Counseling: Theory/Practice (3)

A survey of major counseling theories and techniques.

EDCO 6385 Advanced Counseling Techniques (3)

Theory and techniques of various orientations from brief to alternative therapeutic models. Prerequisite: EDCO 6381 and permission of the instructor.

EDCO 6387 Family Education and Counseling (3)

Theories and techniques for delivery of educational and counseling services to parents and families in both school and community settings. Required of both LPC and School Counseling students.

EDCO 6392 Practicum: Counseling (3 - 6)

Supervised practice in counseling in either a school or community setting. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. May be repeated for a total of six semester hours. Prerequisite: Permission of the instructor.

EDCO 6393 Internship: Counseling (3)

Supervised internship in counseling in either a school or community setting. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their internship experience. Prerequisite: Permission of the instructor.

EDCO 6395 Seminar (3)

Topics of interest and importance in the counseling field are explored.

EDEC 6310 Teaching Math and Science to Young Children (3)

This course focuses on the content and pedagogy of teaching math and science to children ages 2-8.

EDEC 6311 Program Development in Early Childhood Education (3)

This course focuses on the design, implementation, and assessment of developmentally appropriate programs for children ages birth through 8.

EDEC 6312 Development of the Whole Child (3)

This course explores how children; ages birth through 8, develop socially, emotionally, physically, and cognitively.

EDEC 6314 Parent Involvement in Early Childhood Education (3)

This course focuses on the development of parent-teacher partnerships which can facilitate children's development at home and at school.

EDEC 6315 Young Exceptional Learners (3)

This course focuses on the identification and inclusion of young children with exceptional needs into early childhood environments.

EDEC 6316 Early Literacy (3)

This course focuses on the development of literacy in young children including strategies that can minimize the development of reading difficulties and interventions that can remediate existing reading problems.

EDEC 6389 Selected Topics (3)**EDEC 6395 Seminar (3)**

During this capstone experience, the student will meet periodically with a faculty member, usually the committee chair, to discuss current research and issues in Early Childhood Education. Student will read an empirical article, position paper, policy report, or other scholarly literature and write a reaction paper in preparation for each discussion. Successful students will demonstrate a thorough understanding of theory, research, practice and policy.

EDEC 6397 Research in Education (3)

In this capstone experience, each of three committee members provides a question on theory, research, practice and/or policy in Early Childhood Education. The student responds with three scholarly papers based on a review of current research and literature in the field.

EDEC 6398 Master's Study (3)

This capstone research project is designed and executed by the student with the guidance of faculty and results in a high quality research paper. Preparation for this project should begin at least one or two semesters before the student's final semester.

EDLD 6360 School Finance (3)

Application of principles of public education fiscal policy including: budgeting, state or federal program allocations, grant writing, resources, staffing, etc.

EDLD 6361 School Law (3)

Effects of Federal and Texas law on processes of public school education and its relationship to school administrators. (Code of Ethics & Federal Programs)

EDLD 6363 Administration of Special Programs (3)

Administration of special education, reading, career education, vocational-technical education, bilingual education, library and instructional technology, plus IDEA, Section 504, Federal title programs funding, school to work, etc.

EDLD 6365 School Public Relations (3)

An analysis of school public relations from a perspective of communication and collaboration with all community constituents and responding to diverse interests and needs to promote student success.

EDLD 6367 Theories of Educational Leadership (3)

An analysis of school leadership theories, standards, and applications for practice in campus or district improvement processes.

EDLD 6368 Principalship (3)

Administrative processes and functions of the elementary and secondary school principal in the context of school district organization and administration.

EDLD 6369 School Human Resources Management (3)

Personnel management theory and research. Emphasizes skills in recruitment, selection, assignment, staff development, supervision and evaluation.

EDLD 6370 Instructional Leadership Development (ILD) (3)

Systemic design and analysis of strategies for instructional leadership and supervision of teacher performance with an emphasis on clinical approaches. (this course is a prerequisite to EDUC 6372 Professional Development and Appraisal System).

EDLD 6372 Professional Development and Appraisal System (3)

Training perspective administration candidates in using the Texas Professional Development and Appraisal System (PDAS) including a professional growth plan and staff development component (EDLD 6370 Instructional Leadership is a prerequisite for this course).

EDLD 6393 Practicum: Leadership (3)

Supervised practicum in administration in a school setting. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their internship experience. Prerequisite: Permission of the instructor.

EDLD 6395 Seminar: Applied Research in Educational Leadership (3)

The graduate student will work with a faculty member on the development, implementation, and evaluation of an applied research project in educational leadership. (EDUC 6305 Research Design in Education is a prerequisite for this course).

EDLD 6462 District School Finance (4)

Principles, trends and practices in financing public education, including sources of school revenue, taxation and fiscal policies specifically addressing the superintendency (Field-based experience required).

EDLD 6464 Educational Change and Design of Facilities (4)

Planning a building program: educational plan, determining objectives, specifications, selecting the architect, evaluating plant, school standards and equipment (Field-based experience required).

EDLD 6473 Superintendency & the School Board (4)

Selected contemporary problems in school administration in terms of basic philosophical concepts which are important to the Superintendency (Field-based experience required).

EDLD 6475 Education and Sociocultural Change (4)

Contemporary, social issues and their relationship to instruction and policy formation including professionalization, cultural diversity and pressure group influences and processes (Field-based experience required).

University of Texas at San Antonio - Cooperative Ed.D. Courses

EDU 7003 Survey of Research Methods (3) Prerequisite: Consent of instructor.

A survey of research methodology including fundamental concepts employed in quantitative and qualitative research in education. May include computer applications for research.

EDU 7043 Educational Research Statistics: Descriptive & Comparative (3) Prerequisite: Consent of instructor.

Review of descriptive statistics, study of comparative statistics including t-tests and ANOVA, reporting and plotting functions, and Chi-square applications. (Formerly EDU 7113. Credit cannot be earned for both EDU 7043 and EDU 7113.)

EDU 7063 Inferential Statistics (3) Prerequisite: EDU 7043 or equivalent.

The logic of inference in research with special emphasis on statistical techniques and the appropriate types of inference related to each. Computer programs will be used to analyze simulated data. (Formerly EDU 7053. Credit cannot be earned for both EDU 7063 and EDU 7053.)

EDU 7103 Qualitative Research Traditions (3) Prerequisite: Consent of instructor.

Exploration of major research paradigms and qualitative research traditions. Includes the study of qualitative research designs with comprehensive exercises for the student in stating the research problem, reviewing the relevant research literature, specifying appropriate methods and procedures, and identifying analytic procedures. Students are required to produce an original qualitative research design as a major component of the course.

EDU 7123 Advanced Qualitative Data Analysis (3) Prerequisite: EDU 7103 or equivalent.

Advanced study of qualitative research methods in a laboratory mode that emphasizes the applied and computing aspects of qualitative research design, data analysis, and presentation of findings. The goal is to enable students to use computers effectively in the analysis of qualitative (text) data, and to enhance their understanding of interpretive research methods and designs. Lectures, demonstrations, discussions, hands-on work with software and data, and readings will be the main class activities. Students will be required to complete a pilot research project.

EDU 7213 Educational Reform (3) Prerequisite: Consent of instructor.

Examination of the historical and philosophical roots of school reform during the last 100 years. The course will focus on different perspectives on analysis and evaluation of school reform efforts for culturally diverse populations.

EDU 7223 Learning in a Culturally & Linguistically Diverse Society (3) Prerequisite: Consent of instructor.

Examination of cultural and linguistic diversity from a variety of theoretical perspectives. Emphasis on historical, sociological, and sociopolitical principles and their application to teaching, learning and leadership in culturally and linguistically diverse educational settings.

EDU 7403 Education, Cultural Differences, & Acculturation (3)

Advanced level consideration of the impact of cultural differences upon the education process. Interactions of schooling and social life with the process of acculturation. Study of procedures and techniques for identifying and ameliorating educational problems related to cultural differences.

EDL 7103 Administration of Urban/Multicultural Institutions (3)

Provides practicing and potential urban educational leaders with knowledge of contemporary conditions and positive models for effective educational administrative designs, including alternative educational delivery systems.

EDL 7343 Politics of Educational Change (3)

Examination of the political structure and processes through which many of the major issues in education are treated, analysis of the power structure and its influence on educational policymaking, exploration of the evolving roles of state and federal agencies, the courts, private organizations, and interest groups in shaping the policymaking process in education. (Formerly EDL 6333. Credit cannot be earned for both EDL 7343 and EDL 6333.)

EDL 7563 Research in Leadership Laboratory: Change Theory, Innovation and Application (3) Prerequisite: EDU 7133 or consent of instructor.

Inquiry into the research of leadership and organizational change processes in field-based settings. Examination of cases involving organizational and leadership change agents.

EDL 7893 Doctoral Research (3) Prerequisite: Admission to candidacy for the Doctoral degree.

May be repeated for credit, but not more than 6 hours may be applied to the Doctoral degree.

LDR 7003 Proseminar in Educational Leadership (3)

This course is intended to acclimate and provide first-year doctoral students with an opportunity to explore the main theories and areas of research in educational leadership. Readings include seminal work in organizational theory, educational administration, and related areas. Students will become familiar with areas of research of doctoral program faculty and will learn prerequisite material to successful doctoral work such as APA writing style, how to conduct literature reviews, and insights into the dissertation process.

LDR 7133 Majority-Minority Settings: Creating a Community of Learners (3) Prerequisite: Consent of instructor.

This course focuses on organizational relationships and the tension between power and equality. A model of leadership in which organizational members are given shared visions to accomplish goals is presented.

LDR 7153 Reflective Leadership: The Personal Dimension (3)

An in-depth study of the character and nature of leadership, including an examination of social ethics, educational policy issues, and the link of theory and practice. Students are required to clarify, critique, and develop personal perspectives on the public responsibility of leaders.

LDR 7303 Organizational Theory (3)

The purpose of this course is to advance student understanding of organizations by exploring a variety of theoretical frameworks and applying these perspectives to aspects of public and private institutions. Each framework draws attention to significant aspects of the organizing process and provides a distinctive means of understanding and managing organizational situations.

LDR 7343 Principles of Ethical Leadership (3) Prerequisites: LDR 7133, LDR 7153, and LDR 7183.

This course will expose doctoral students to multiple frameworks involved with ethical dilemmas. Using theoretical principles of ethics in the context of democratic values, students will examine and interpret educational policies from an ethical leadership perspective. Analysis of complex policy cases that raise ethical issues will be investigated.

LDR 7991-6 Dissertation

1 to 6 hours credit. Prerequisites: Admission to candidacy for the Doctoral degree and consent of student's Graduate Advisor of Record.

May be repeated for credit, but not more than 9 hours may be applied toward the Ed.D. degree requirements. Credit will be awarded upon completion of the dissertation.

EDRD 6305 Research Design in Reading Education (3)

This course is designed to introduce students to the process of conducting research in the field of reading education. Students will select and evaluate findings within their field and learn how to design their own research studies.

EDRD 6317 Materials, Methods and Media in Reading (3)

Students examine concepts of learning as a social process to construct meaning in oral and written language. By combining theory and practice, students implement current reading/literacy strategies and investigate assessment methods in an integrated approach to using materials, methods, and media in the classroom. A tutorial component is included. FALL

EDRD 6318 Analysis and Selection of Literature (3)

This course emphasizes literature-based reading instruction focusing on the selection of literature which enhances interdisciplinary instruction. Spring

EDRD 6319 Content Area Literacy (3)

This course offers participants the opportunity to identify and discuss important problems, trends, and issues related to content area literacy in the diverse classroom. Students explore content area literacy, methodology, study the reading and writing process, become familiar with available resources in content area literacy, and discover the connection between learning and teaching content area literacy. There is a field tutorial component. Fall

EDRD 6320 Vocabulary and Spelling Practicum (3)

Graduate students apply their knowledge of vocabulary and spelling knowledge by assessing a student's spelling and vocabulary needs. Through interventions and gathered data, students growth is assessed and compiled into a final analysis in a practicum approach. Graduate students also study how reading, spelling, and vocabulary interrelate and then construct a literacy project to share with area schools. Spring

EDRD 6321 Reading Diagnosis Practicum (3)

This course focuses on identifying reading and literacy needs of struggling readers. Graduate students diagnose, evaluate, and remediate students by analyzing collected data. Students administer and score formal and informal reading tests, apply knowledge of rubrics for spelling and writing. Intervention strategies and tutorials are included in this practicum approach coursework as well as ongoing assessments. Fall

EDRD 6322 Problems in Literacy (3)

This course offers in-depth analysis and synthesis of contemporary research in problems, trends, and issues in literacy education including representation in literature. Students participate in written responses and oral discussions to demonstrate understanding. Class is conducted in a seminar style. Spring

EDRD 6323 Advanced Problems in Reading (3)

Students explore psychological, cognitive and methodological issues in reading currently discussed and researched in scholarly journals, professional books and TEA publications. Topics may include phonemic awareness, phonics, comprehensive literacy, adult literacy, and intervention strategies to build comprehension in struggling readers. A tutorial component is included in the course. Prerequisite: EDRD 6317, 6318, 6319 or permission of instructor. Fall

EDRD 6333 Clinical & Remedial Reading Practicum (3)

This is the third course in a continuum of courses on assessment and intervention for school age children and adults who struggle in the areas of literacy. Individual assessment and tutoring of a student will be directed by the instructor in a practicum setting. Prerequisite: EDRD 6318, 6319, 6320 or permission of the instructor. Spring

EDRD 6392 Practicum: Reading (3)

This course offers supervised practical application of previously studied reading theory. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: EDRD 6317, EDRD 6319 and EDRD 6320, and EDRD 6323 or by permission of instructor. Spring or as needed.

EDRD 6397 Research in Education (3)

Graduate students research three questions given to them by their committee. Each question reflects a current issue in reading and requires an in-depth investigation of scholarly researched articles and professional books relating to the assigned topics. This course is available on a limited basis in place of Master's Study (EDRD 6398) or Thesis (EDRD 6399).

EDRD 6398 Master's Study (3)

This course is a directed research project which will serve as a culminating experience for the Master in Education: Reading students. Students may elect this option instead of Research in Education (EDRD 6397) or Thesis (EDRD 6399).

EDRD 6399 Thesis (3)

This research option serves as a culminating experience for the Master in Education: Reading student. Students may elect the thesis instead of Research in Education (EDRD 6397) or Master's Study (EDRD 6398).

EDSP 6340 Current Trends in Programs and Services (3)

Issues regarding general and special education are the focus for this course with an emphasis on programming trends for exceptional students.

EDSP 6341 Behavior Management and Social Skills (3)

This course will cover strategies for behavior management, functional behavioral assessment, positive behavioral supports and social skills training for exceptional learners.

EDSP 6343 Programs and Practices for Exceptional Learners (3)

This introductory course will examine the unique needs of students with cognitive and behavioral needs. Typical characteristics, identification, referral procedures and effective educational practices will be examined.

EDSP 6344 Methods for Teaching Exceptional Learner (3)

Learning strategies and methods for delivery of instruction for students with cognitive and/ or emotional problems will be examined. Emphasis will be on developing strategic environments, curriculum, and models for inclusive settings.

EDSP 6345 Transition Programming for Exceptional Learners (3)

Models for transition to the community, work and post secondary setting will be explored. Students will spend a portion of class time as school and community sites.

EDSP 6346 Foundation and Legal Aspects of Special Education (3)

Legislation and litigation which form the foundations and present basis for special education practices will be presented and investigated.

EDSP 6386 Learning Theory & Assessment (3)

This course will examine learning theory, learning styles and assessment techniques. Students will administer and interpret the results of achievement tests in basic skill areas. Prerequisite: Permission of the instructor.

EDSP 6392 Practicum: Diagnostician (3)

Supervised practice as a diagnostician in a school setting. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: Permission of the instructor.

EDSP 6394 Cognitive Assessment (3)

This course will examine the use of individual intelligence tests in the evaluation and educational planning for children, youth, and adults.

EDSP 6395 Seminar: Professional Practice (3)

This course is an in depth exploration of topics related to diagnostic testing such as the use of authentic assessment and cross-battery assessment in today's schools.

EDSP 6397 Research in Special Education

A culminating project for the Master of Arts in Education: Special Education, which involves researching a question related to the field of special education.

EDSP 6398 Master's Study

A culminating project for the Master of Arts in Education: Special Education, which involves researching a question related to the field of special education.

EDUC 6300 Instructional Methods and Processes (3)

Students are guided to become reflective decision makers as they develop skill in planning, implementing, and assessing meaningful learning experiences for middle school and high school students. Strategies for establishing a positive learning environment are emphasized. Prerequisite: Admission to post-baccalaureate certification program or permission of instructor.

EDUC 6301 Philosophy of Education (3)

This course gives candidates the opportunity to examine various philosophical perspectives on teaching and learning in relation to school and society. Critical analysis through reflection and application is emphasized.

EDUC 6302 Cultural Diversity in Education and the Social Sciences (3)

This course gives candidates the opportunity to develop cultural diversity competence in order to face challenges in education and the social sciences. Research and reflection are emphasized.

EDUC 6303 Human Growth and Development (3)

This course explores human development from conception to death. Development is viewed as change in cognitive, socio-emotional, and physical processes and analyzed from the perspective of various theoretical frameworks. If taken to fulfill initial certification requirements, TExES pre-tests may be required. Fall

EDUC 6304 Educational Psychology (3)

Review of theories of behavior, learning and instruction, research on human ontological development, and consideration of applications of such theory and research to classroom practices, including issues related to their measurement and evaluation.

EDUC 6305 Research Design in Education and the Social Sciences (3)

This course is designed to acquaint students with how research is conducted in the fields of education and the social sciences. Students will select and evaluate research findings within their fields and learn how to design their own research studies. Spring

EDUC 6329 Language Development and Acquisition (3)

Theories of psycholinguistics and sociolinguistics applied to the acquisition of one or more languages in early childhood and school learning.

EDUC 6330 Theories of Curriculum and Instruction (3)

This on-line course encourages candidates to explore and to discuss theoretical and historical foundations of curriculum and instruction. Models of instruction are presented. An opportunity to design and to develop curriculum is included. Spring

EDUC 6335 Innovations in Teaching Science and Mathematics (3)

Examination and critical evaluation of innovative curricula and programs in light of current literature and research in the teaching and learning of science and mathematics. Emphasis on translating theory into practice in the classroom.

EDUC 6336 Current Issues in Teaching Science and Mathematics (3)

Current issues and trends in teaching science and mathematics will be identified and explored. Emphasis on the interface of theory and practice.

EDUC 6342 Foundations in Gifted and Talented Education

This is the introductory course in the education of gifted and talented students. It provides an overview of the current and historical issues in the field. The intellectual, social, emotional, developmental, and educational characteristics of gifted students are introduced and appropriate educational opportunities and programming are discussed.

EDUC 6347 Methods of Teaching Gifted and Talented Students

The purpose of this course is to apply the principles and knowledge of gifted and talented education to the classroom. Students learn to evaluate their current classroom practices and curriculum, the curricular materials of others, and to develop units of instruction appropriate for gifted and talented learners.

EDUC 6389 Selected Topics**EDUC 6391 Contract Study****EDUC 6392 Practicum: Learning Disabilities (3)**

Students are placed in a classroom of learning disabled students for one full semester. Students are expected, by the end of the semester, to be teaching the class for the entire school day. Expectations include planning the instructional day, development of lesson plans, implementing lessons, and maintaining discipline using the "best" practices available. In addition, students are expected to participate in all activities and meetings and adhere to the same schedule as their cooperating teacher(s). Students are also expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: Permission of the instructor.

EDUC 6392 Practicum: Mental Retardation (3)

Students are placed in a classroom for one full semester with students who have mental handicaps. Students are expected, by the end of the semester, to be teaching the class for the entire school day. Expectations include instructional, social, vocational and leisure time planning, development of lesson plans, implementing lessons, and maintaining discipline using the "best" practices available. In addition, students are expected to participate in all activities and meetings and adhere to the same schedule as their cooperating teacher(s). Students are also expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: Permission of the instructor.

EDUC 6393 Internship: Diagnostician (3)

Supervised internship as a diagnostician in a school setting. Prerequisite: Permission of the instructor.

EDUC 6395 Seminar (1-3)

Available only in disciplines in which the master's degree is offered.

EDUC 6397 Research in Education (3)

A directed topic study which will serve as a culminating experience for the Master of Arts in Education candidate. Program Chair approval is required. Candidates may elect this directed topic study instead of the seminar (EDUC 6395), directed research project (EDUC 6398), or thesis (EDUC 6399).

EDUC 6398 Master's Study (3)

A directed research project which will serve as a culminating experience for the Master in Education student. Students may elect this option instead of the directed topic study (EDUC 6397) or thesis (EDUC 6399).

EDUC 6399 Thesis (3-6)

A research option which will serve as a culminating experience for the Master of Arts in Education candidate. Candidates may elect the thesis instead of the directed topic study (EDUC 6397) or project (EDUC 6398).

