

# English as a Second Language (ESL) Specialization

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Students seeking ESL specialization are not required to demonstrate proficiency in a language other than English, but are encouraged to develop any language skills they may have.

Students major in related area, such as Curriculum and Instruction, Early Childhood Education, Reading or Secondary Education, then they take 12-18 hours of specialization courses.

## Specialization Courses (12 semester hours)

ECE 529 or EDCI 529	Wkshp Early Childhood Ed Workshop	1-6
ECE 535	Math Science and Social Studies Curriculum	3
ECE 536	Literacy Development in the Early Years	3
ECE 537	Creative Expression in the Art	3
ECE 538	Clstrm Management Tchrs	3
ECE 560	Early Child Curric Design	3
ECE 561	Child Development	3
ENG 555	General Linguistics	3
ENG 558	Sociolinguistics	3
ENG 562	Psycholinguistics	3
EDCI 517	Rdg & Lrng in K-12 Cont Area	3
RDG 528	Centering and Integrating Authentic Writing Experiences in the Literacy Classroom	3
RDG 540	Content Area Literacy	3

**Total Hours** **12**

### ECE 529 - Wkshp Early Childhood Ed

Hours: 1-6

Workshop in Early Childhood Education. Three to six semester hours. (Same as EIED 529) Content and credit hours vary. May be graded on a satisfactory (S) and unsatisfactory (U) basis.

### ECE 535 - Math Science and Social Studies Curriculum

Hours: 3

A study of the content, methods, and theory appropriate for extending learnings in math, science and social studies. Emphasis is placed upon formulating programs which extend and integrate the learning experiences of young children. Pre- Kindergarten, Kindergarten, Grades 1, 2, and 3.

### ECE 536 - Literacy Development in the Early Years

Hours: 3

Study of the acquisition and development of language in the early childhood years with emphasis on the content, methods and theory, appropriate for extending learnings in listening, speaking, reading and writing. Pre-Kindergarten, Kindergarten, Grades 1, 2, and 3.

### ECE 537 - Creative Expression in the Art

Hours: 3

Creative Expression in the Arts. Three semester hours. Study of the theory, content, and practice of integrating the performing arts into the curriculum design and the learning environments. Emphasis is placed on aesthetic development of young children through play, movement, music, visual art and creative dramatics.

### ECE 538 - Clstrm Management Tchrs

Hours: 3

Classroom Management for Teachers. Three semester hours. A study of current theories and practices of classroom management and discipline in early childhood, elementary, and middle school settings.

### ECE 548 - Dsgn Inquiry-Based Lrng

Hours: 3

The focus of this class is to investigate the inquiry approach to learning with emphasis of designing instruction in which specific explorations and activities of children arise from their own questions and lead to true engagement in the learning process. The curriculum and practices of the schools of Reggio Emilia, Italy will be examined as an exemplary model.

**ECE 560 - Early Child Curric Design**

Hours: 3

Early Childhood Curriculum Design. Three semester hours. Overview of curriculum development in all subject matter areas in early childhood education. Emphasis is placed upon the investigation of theoretical influences on early childhood education- Pre-Kindergarten, Kindergarten, Grades 1,2,3.

**ECE 561 - Child Development**

Hours: 3

Child Development - Three semester hours This course is a study of the principles and theories of child growth and development in early childhood education. Course content centers on the physical, cognitive, affective, and social development domains. Students will be required to observe the development of a young child outside of the classroom in order to complete a comprehensive child study project.

**ECE 566 - ECE: Learning Environments and Instructional Design**

Hours: 3

(Same As EDCB 566) This course provides knowledge and practice in designing developmentally appropriate learning environments and instructional design with the use of technological and other tools/materials to advance learning for children in prekindergarten through the primary grades. Students will investigate the relationship between the classroom environment and instructional planning for young children.

**ECE 567 - Prof Dev Prac in ECE**

Hours: 3

Professional Development Practicum in early Childhood Education - Three semester hours. Students develop professional skills related to a specialty practice in the field of early childhood education. This practicum provides field based experiences to develop and demonstrate competency in the professional development certificate sought. May be repeated when topics vary. Graded on a satisfactory (S) or unsatisfactory (U) basis. Prerequisites: approval by an advisor to complete a professional development certificate program.

**ECE 575 - Advocacy & Collaboration**

Hours: 3

Advocacy, Family, & Community Collaboration - Three semester hours An emphasis on helping early childhood professionals develops skills and insights to work effectively with parents and the community. To provide opportunities for professionals, families and the community to build effective communication systems and a supportive infrastructure. Early childhood professionals will become knowledgeable of social issues, educational reform and public policy that influence families and their young children. 3 semester hours credit. Prerequisite: Graduate Standing.

**ECE 589 - Independent Study**

Hours: 1-4

Independent Study in Early Childhood Education. One to four semester hours. (Same as EIED 589) Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**ECE 597 - Special Topics**

Hours: 0-4

Special Topic: Early Childhood Education. One to four semester hours. (Same as EIED 597) Organized Class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when the topic varies.

**ECE 634 - History and Philosophy of Early Childhood Education**

Hours: 3

This course is the study of the history and philosophy of early childhood education and related movements. The focus will be on the impact of past and present early childhood educational philosophies on programs for young children. This course will examine the major theories of early childhood education and the writings of historical contributors whose works have influenced modern early childhood educational thought. Prerequisite: Doctoral Standing

**ECE 648 - Leadership in Early Childhood Education**

Hours: 3

This seminar in organizational theory for professionals who work in early childhood education will focus on program administration, child advocacy, and public policy. This is a study of the policy making processes and procedure that impact children, families, and communities. The course provides for the development of skills needed to be effective leaders in early childhood education. Prerequisite: Doctoral Standing.

**ECE 659 - Trends and Issues in Early Childhood Education**

Hours: 3

This course provides an opportunity to explore the critical trends and issues being debated within the field of early childhood education. Topics will be examined through historical and contemporary theory and practices with emphases on themes linked to policy and advocacy. This study will offer a better understanding of current trends and develop the skills needed to critique ideas and issues surrounding early education. Prerequisite: Doctoral Standing

**ECE 663 - Seminar in Research in Early Childhood Education**

Hours: 3

This course provides students with an opportunity for an in-depth examination of research in early childhood education. They will review theoretical and empirical early childhood research literature. Students will critically examine a variety of relevant research. Topics in the field and share their finding in the seminar. Prerequisite: Doctoral Standing

**ECE 675 - Parent Partnerships and Family Literacy**

Hours: 3

An emphasis on the needs, values and avenues for partnerships with families and an analysis of varied definitions of family literacy and research on family literacy including: examination of the ways literacy is used within families, programs that are designed to involve and inform parents about activities that will promote their children's literacy, and intergenerational literacy initiatives. Programs designed to improve the literacy development of both adults and children will be connected to implications for reading instruction and the creation of reciprocal partnerships with parents. Prerequisite: Doctoral Standing

**ECE 682 - Assessment in Early Childhood Education**

Hours: 3

This course provides a comprehensive and critical review of early childhood assessment practices and the research that supports these practices. Participants will determine the uses, characteristics, interpretation, and limitation of a variety of formal and informal measures. Participants will engage in a variety of activities to help them become knowledgeable consumers of assessment and screening measures used in early childhood programs to assist teachers in making sound instructional decisions. Prerequisite: Doctoral Standing

**ECE 689 - Independent Study**

Hours: 1-4

Independent Study in Early Childhood Education Hours: One to four Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisite: Consent of department head. Note: May be repeated when the topic varies

**ECE 697 - Special Topics**

Hours: 1-4

An organized class delivered with a seminar format around a specialized topic or content area within the field of Early Childhood Education Prerequisite: Doctoral level standing or consent of the instructor Note: May be repeated when topics vary

**EDCI 500 - Issues in Education**

Hours: 3

Issues in Education. Three semester hours This course focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues may include the nature of learning, human development, current brain research, multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies, alternative assessment, legal issues, educational technology, and conflict management. May be repeated when topics vary.

**EDCI 501 - Foundations of Instructional Coaching**

Hours: 3

This course will build teacher leaders' understandings of the fundamentals of instructional coaching. It presents an in-depth coverage of the knowledge, strategies, skills, and processes needed to successfully guide classroom teachers as they work to create quality learning experiences for all learners within the classroom. This course provides current and future instructional coaches with learning experiences designed to help them support teachers and schools in transforming their instructional behaviors, routines, curriculum implementations, and beliefs.

**EDCI 502 - Strat Tchng at Risk Stud**

Hours: 3

Strategies For Teaching the At-Risk Student. Three semester hours Designed to provided specific strategies for enhancing learning for the at-risk student, to develop an increased awareness of students who may be potentially at risk, and to enable teachers to design workable plans for addressing the needs of this student.

**EDCI 506 - Nature & Needs Gifted St**

Hours: 3

The Nature and Needs of Gifted Students. Three semester hours A survey of the major facets of gifted education with particular emphasis placed on the nature and needs of gifted students. The historical development of gifted education, characteristics fo the gifted students identification of gifted students, the socio-emotional needs of gifted students and curricular and instructional strategies appropriate for the gifted are examined.

**EDCI 507 - Tchng Strat Gifted/TAL**

Hours: 3

Teaching Strategies and the Gifted/Talented. Three semester hours. Strategies, methods, and techniques of teaching the gifted student are explored. Opportunities are provided for development of strategies based on principles of gifted education. Special emphasis will be devoted to selection of strategies for the development of creativity.

**EDCI 508 - Curric Dev for the Gifted**

Hours: 3

Curriculum Development for the Gifted Student. Three semester hours. An exploration of theory, research, and practices related to the selection and organization of curriculum for the gifted student. Emphasis will be placed on curricular models and selecting materials used in gifted education. Opportunities will be provided for the development of curriculum for the gifted student.

**EDCI 509 - Trends Gifted Educ**

Hours: 3

Trends and Issues in Gifted Education. Three semester hours Current problems, trends, and issues in gifted education are researched Emphasis is placed on current research and literature relating to definition of giftedness, identification, programming, and counseling and guidance for the gifted student.

**EDCI 510 - Nature and Needs of the Gifted Learner in STEM**

Hours: 3

This course will explore the nature of the gifted and talented student the needs of this student and how defined needs must be addressed in science, technology, engineering, art, and mathematics. Particular emphasis will be placed on the instructional, curricular, social and emotional needs of the gifted learner. Prerequisites: No prerequisites are required for this course.

**EDCI 514 - Mgmt & Curr Dev for Div Lrnrs**

Hours: 3

(Same As EDCB 514) Management and Curriculum Development for Diverse Learners This course contains introductory content for the professional body of knowledge necessary for effective teaching in a K-12 classroom. Competency in instructional design as well as organizing and managing a classroom in diverse environments will be developed. The content of this course will include classroom procedures and management, knowledge of research-based teaching strategies, curriculum analysis/development and lesson design, teaching models, formative and summative assessment, and certification issues. Students will exhibit an understanding of the domains and competences Texas teachers are expected to demonstrate on the Pedagogy and Professional Development TExES certification examination.

**EDCI 515 - Evidence-Based Teaching for Diverse Populations**

Hours: 3

(Same As EDCB 515) This capstone course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in a clinical/internship experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students. Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test. Prerequisites: EDCI 514 & ETEC 524 or ECE 566. Enrollment is limited to teacher candidates fully admitted into the Alternative Certification Program & completing an internship or student teaching with Advisor approval.

**EDCI 516 - Literacy for Special Populations**

Hours: 3

An introduction of effective teaching practices to develop literacy (reading, writing, speaking, listening, media viewing). Topics include the developmental process of literacy, assessment, writing, and technological applications that can contribute to proficiency in literacy. An emphasis will be placed on assisting English Language Learners and students with disabilities to become competent readers and writers.

**EDCI 517 - Rdg & Lrng in K-12 Cont Area**

Hours: 3

(Same As RDCB 517) READING & LEARNING IN K-12 CONTENT AREAS This course is designed for graduate students in the alternative certification program seeking initial teacher certification. The focus is on reading comprehension, conceptual development, and strategies for interacting with expository text and medias . The role of the teacher, the structure of text , text analysis methods, and content area reading strategies are examined in relation to the student and the learning process. Research-based reading strategies are discussed as appropriate for all elementary and secondary grade levels

**EDCI 518 - Thesis**

Hours: 6

Thesis. Six hours This conference course introduces the candidate for the Master of Arts degree to the theories and techniques of educational research and leads to the completion and acceptance of the thesis.

**EDCI 519 - Response to Intervention Applied to Exceptional Learners**

Hours: 3

(Same As EDCB 519) This course will build capacity among students to implement the Response to Intervention framework in local and state education agencies. Participants will examine the RTI components of screening of students, monitoring student progress, providing evidence-based interventions and identifying students with special learning needs.

**EDCI 520 - Introduction to STEM Education**

Hours: 3

Introduction to STEM education is designed to explore the literature and current practices in STEM/STEM education in K-12 classrooms. The primary objective is for students to advance their professional knowledge, skills and practice in the area of STEM instruction.

**EDCI 522 - Induction Year Seminar for School Teachers**

Hours: 3

This course is designed to support the transition of new teachers during their induction year. Students actively work with instructor to develop the content of the course through analysis of needs assessment conducted during first class meetings. Weekly support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourages professional growth.

**EDCI 523 - Internship in Schools**

Hours: 3

This course will provide experiences in various environments that will be supervised by mentors and university liaisons. Regular seminars may be held which will focus on concerns related to education and/or the workplace.

**EDCI 524 - Language Arts Curriculum**

Hours: 3

A consideration of techniques of teaching the communication skills and the role of linguistics in the language arts program.

**EDCI 525 - Project Based Learning**

Hours: 3

This course is designed for a student to examine the project based learning teaching model. The overall goal is to examine and identify the key components of effective project based learning. Students will explore elements of best practice for designing and implementation of a project. Also, within the course, students will examine the variety the roles in project based learning, specifically the teacher, student, and community.

**EDCI 527 - Integrating Digital Literacies Into Traditional Instructional Settings**

Hours: 3

This course will examine ways in which educators can bridge the gap in engagement in school settings by addressing the integration of popular culture, outside of the classroom/social aspects and digital literacies within the traditional academic learning setting. The course will address strategies and emerging technologies to make the curriculum relevant and authentic, as well as teach course participants to use skills and technology tools within and beyond ELA. Best practices in using technology as teaching and learning tools will be presented, and students will define and explore current uses of digital literacies to create, as well as improve literacy and content area lessons and classroom experiences.

**EDCI 529 - Workshop**

Hours: 3-6

**EDCI 530 - Mathematics Curriculum**

Hours: 3

This course identifies numerous movements toward a modernization of both content and method and relates these innovations to good teaching practices already in use. It includes the language of sets, number system, means for improving pupil performance in solving problems, and techniques for identifying areas of pupil accomplishment or of pupil difficulty.

**EDCI 535 - Ldrshp & Supv in Sch**

Hours: 3

Leadership and Supervision in Schools. Three semester hours A study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teachers leaders encounter in schools.

**EDCI 538 - Classroom Mgmt for Tchrs**

Hours: 3

Classroom Management for Teachers. Three semester hours (Same as ECE 538) A study of current theories and practices of classroom management and discipline in schools.

**EDCI 540 - Mathematics Instruction for the 21st Century#Instruction**

Hours: 3

This course prepares students for success with the Texas Essential Knowledge and Skills for Math. This course takes a closer look at how children learn mathematics, and how we can foster a mindset for doing mathematics. It includes: NCTM's principles for mathematics education; ways children develop mathematical understanding, problem solving skills, and processes used to get there; analyzing student's error patterns; and resources for teaching mathematics.

**EDCI 541 - Science Instruction for 21st Century Learners**

Hours: 3

This course will focus on effective elementary science classroom instructional practices supporting mastery of the Texas Essential Knowledge and Skills and the Next Generation science standards. The course content and activities address the inquiry process in instruction, resources for teaching science, strategies that support student-centered and constructivist-based pedagogical design and technology applications.

**EDCI 545 - Issues in the Development of Curriculum**

Hours: 3

The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet the changing social and economic trends. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units.

**EDCI 550 - Leadership in Gifted and Talented Education**

Hours: 3

This course is one in a series of courses in gifted education designed to prepare educators to lead programs in gifted and talented education. Opportunities to analyze, create and evaluate instructional and curricular experiences in a school setting while working as a GT Coordinator or working cooperatively and collaboratively with a school leader/mentor in gifted education characterize this course. Students are involved in participation, collection and evaluation of artifacts related to GT curriculum development, instructional design, identification, assessment, professional development, parent-community relations. Outcomes of these experiences will be tangible products illustrating preparation for and enhancement of GT program leadership.

**EDCI 557 - Social Studies Curriculum**

Hours: 3

This course is designed to give in-service personnel an opportunity to work cooperatively in attacking classroom problems. In addition to the development of teaching units for use in the classroom, students will become acquainted with the most recent trends in the social studies including an acquaintance with the wide range of materials now available to the social studies teacher. The social studies as an integrating core for experience units will be evaluated.

**EDCI 558 - Science Curriculum**

Hours: 3

An examination of current issues and trends in content and pedagogy with an emphasis on inquiry instruction and learning. Development and evaluation of curriculum will ascertain how changing needs in education are being addressed.

**EDCI 559 - Cultural Profiles in Education**

Hours: 3

This course focuses on factors of diversity that impact decisions educator must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide excellence for all learners.

**EDCI 560 - Designing Curriculum and Instruction for the Culturally Diverse Learner**

Hours: 3

This course will explore the characteristics of diversity in today's global environment and provide concrete examples of how curriculum and instruction can be differentiated to address the cognitive, socio emotional and socio-cultural needs of the culturally diverse learner. The course will emphasize the relationship between culture and learning and how modifications in curriculum, instruction, and assessment impact the learning environment.

**EDCI 566 - Practicum in Curriculum and Instruction, Coaching, and Campus Leadership in ECE-12**

Hours: 3

This field-based course will allow students to apply specific knowledge, skills, and strategies learned within the previous coursework to a school setting. Students will work in collaboration with campus colleagues to complete tasks and projects that promote student learning and support campus improvement. Consent of the instructor required. Crosslisted with RDG 567.

**EDCI 575 - Differentiated Curriculum**

Hours: 3

An exploration of the literature and current practices in differentiating instruction in elementary classrooms (K-8). The primary objective of this class is for students to advance their professional knowledge, skills and practice for more effective teaching through differentiated instruction.

**EDCI 589 - Independent Study**

Hours: 1-6

Independent Study. variable credit Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**EDCI 595 - Research Lit Tech**

Hours: 3

Research Literature and Techniques. Three semester credits. This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal reporting of a research problem.

**EDCI 597 - Special Topics**

Hours: 1-4

Special Topic. variable credit Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics

**EDCI 620 - Policy and Practice in Education**

Hours: 3

Multiple conceptions of the relationship between policy and practice in K-12 education. Includes a study of major developments and shifts in educational policy in the United States over time. Focuses on the relationship between policy and practice in K-12 education and the extent to which policy can both create and resolve curricular and instructional problems in schools. Prerequisites: Doctoral level standing or consent of the instructor.

**EDCI 621 - Advocacy in Education**

Hours: 3

This course examines various areas and effects of curriculum advocacy in education. It is designed to support students' agency as change makers who can effectively advocate for all students and equitable schools. Topics include: theory of change, advocacy models and movements, and teacher/educator leadership and voice. Students engage directly with policy-makers, advocacy groups, and leaders in education while developing their own advocacy project and voice. Prerequisite: Doctoral level standing or consent of the instructor.

**EDCI 632 - Pedagogy and Philosophy of Education**

Hours: 3

This course shall examine traditional and contemporary philosophies associated with the pedagogy of education. Best research-based practices shall be emphasized as well as how these pedagogical practices are grounded in theories and philosophies for classroom and school settings. Specific and explicit theoretical and philosophical applications will be made to the growth and development of the learner. Progressive approaches to curriculum and instruction will be explored. Prerequisites: Doctoral level standing or consent of the instructor.

**EDCI 640 - Leadership in Professional Learning**

Hours: 3

This course will help instructional leaders develop their skills and abilities to effectively engage colleagues in professional learning. Focus areas include an examination and application of theories related to andragogy, leadership, decision-making, communication, motivation, and group dynamics. This course will also review the research surrounding professional learning communities and educational change. Prerequisites: Doctoral level standing or consent of the instructor.

**EDCI 651 - Curr & Instr Desgn**

Hours: 3

Curricula and Instructional Design. Three semester hours. This course provides an examination of research literature relative to the process of designing, implementing, and evaluating curricula and instructional strategies. Prerequisite: Doctoral level standing or consent of instructor.

**EDCI 652 - Research on the Learner**

Hours: 3

A study of significant research in cognitive and metacognitive learning processes across the lifespan and implications for instructional strategies. Prerequisites: Doctoral level standing or consent of instructor.

**EDCI 655 - Assessment Lrng & Lrn**

Hours: 3

Assessment of Learning and the Learner. Three semester hours. A study in evaluating the total elementary school program. Attention is given to available evaluation tools, including measurement devices of all types. Particular attention is given to construction of appropriate classroom tests to insure accountability according to Texas' Essential Knowledge and Skills, and to the development of plans for school improvement.

**EDCI 657 - Content Area Literacy**

Hours: 3

Content Area Literacy. Three semester hours. Examination of research on learning in the content curriculum areas of science, math, social studies and music; emphasis on strategies content area teachers may use to foster content area learning. Prerequisite: Doctoral level standing or consent of the instructor.

**EDCI 658 - Process Writing in the Elementary School**

Hours: 3

An examination of process writing research, with an emphasis on implementation in public school programs. Prerequisites: Doctoral level standing or consent of the instructor.

**EDCI 659 - Educational Inquiry**

Hours: 3

This course will serve as an introduction to doctoral studies in the Curriculum and Instruction department and help students develop skills to be successful as a doctoral student. It will focus on reading and writing various types of scholarly manuscripts as well as library skills and the development of an initial literature review.

**EDCI 687 - Qualitative Inquiry in Educational Research**

Hours: 3

The course content centers on qualitative research for a variety of environments of public schools. The methodology (research design, data collection, data analysis) associated with this form of inquiry shall be delineated, and students shall experience inquiry from participation in the process. Accordingly, the course focuses on the philosophical and methodological differences between varying approaches (narrative, phenomenology, case studies, grounded theory, and ethnography) to research including mixed methods. Academic writing and critical reading of qualitative research shall also be addressed. This is an approved Level III doctoral research tools course.

**EDCI 689 - Independent Study**

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

**EDCI 690 - Seminar in Education**

Hours: 3

Each course provides an in-depth analysis of major topics and is designed for the advanced student in education. Topics vary. Prerequisites Doctoral level standing or consent of the instructor.

**EDCI 695 - Research Methodology**

Hours: 3

(Same as Coun/EdAd/Psy/695) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. This is an approved Level I research tools course. Prerequisite: Doctoral level standing or consent of the instructor.

**EDCI 696 - App of Rsch Methods**

Hours: 3

This is an approved Level III doctoral research tools course that provides application of research methodology in curriculum and instruction including basic concepts employed in quantitative and qualitative research methods. Students will carry out the research study designed in EDCI 695, data collection, data analysis, and use of computer applications for research. Prerequisites: EDCI 695, a Level 2 Doctoral Research Tool (EDCI 699 or HIED 617 or PSY 612), and Doctoral level standing. Note: Meets requirements for a Level 3 research tool course

**EDCI 697 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. (Same as RDG 697) Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

**EDCI 698 - Research: Design and Replication**

Hours: 3

Examination of research designs related to curriculum and instruction including: survey research, quantitative content analysis, correlational research, true experimental research, quasi-experimental research, pre-experimental research, single-subject research/behavior analysis, causal-comparative research, program evaluation, qualitative research, combined qualitative/quantitative research, and meta-analysis. Includes creation of a sophisticated research design appropriate for a doctoral dissertation. In order to enroll in this course, tools courses 1-4 must have been successfully completed. This is an approved doctoral research tools course. Prerequisites: Doctoral level standing, and all Tools 1-4 classes must be completed.

**EDCI 699 - Statistics: Cont Proc App**

Hours: 3

This is an approved Level II doctoral research tools course that focuses on the content, process, application, & reporting of statistical analyses in research. Computer applications will be integrated with the following content: populations, samples, frequency distributions, scaling & coding data, the structure of a data file, measures of central tendency, variance, standard deviations, z scores, normal curves, hypothesis testing, t tests for dependent & independent means, effect size & power, correlation, regression, ANOVA, Chi-square, post hoc tests, & probability. Students will investigate the uses & limitation of statistical software while exploring the reasoning & assumptions underlying the inferential statistical process. Students learn & apply stat concepts Prerequisite: Doctoral Standing and EDCI 695.

**EDCI 718 - Doct Dissertation**

Hours: 3-12

Doctoral Dissertation Hours: Three to Six A candidate must present a dissertation acceptable to the student's advisory committee and the Dean of Graduate Studies and Research on a problem in the area of his/ her specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the result of which reveals superior academic competence and a significant contribution to knowledge. Note Graded on a (S) satisfactory or (U) unsatisfactory basis