

4130. Anatomical Bases of Speech and Hearing. 3 hours. Anatomy and physiology of the articulatory, phonatory, respiratory and auditory systems involved in speech production and perception.

4140. Introduction to Language Disorders. 3 hours. Nature, causes and characteristics of language disorders in children and adults. Principles of evaluation and remediation of language problems. Prerequisite(s): SPHS 4010 or equivalent.

4150. Speech and Hearing Sciences. 3 hours. Fundamental processes underlying the production and perception of speech, and the physical and psychological aspects of sound and their measurement. Prerequisite(s): SPHS 3020, 4130, or consent of instructor.

4210. Clinical Methods in Speech-Language Pathology and Audiology. 3 hours. Introduction to the processes involved in the assessment, diagnosis, and remediation of speech, language, and hearing disorders. Factors affecting these processes, such as service delivery, work settings, cultural and linguistic diversity, and public policy are addressed.

4900. Special Problems. 1–3 hours. Problem must be approved by department director.

4951. Honors College Capstone Thesis. 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.

Teacher Education and Administration

Bilingual and English as a Second Language Education, EDBE

3470. Foundations of Bilingual and English as a Second Language Education. 3 hours. Examination of philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language-minority children. Required for students seeking EC–4 or 4–8 generalist certification with specialization in bilingual or ESL education. Prerequisite(s): admission to Teacher Education or consent of department. May be taken concurrently with EDBE 3480.

3480. Bilingualism and Multiculturalism: Issues and Perspectives. 3 hours. Study of the bilingual learner, perspectives on multiculturalism, discussions of cognitive, social and affective factors impacting second language development; insights into education in a pluralistic society. Observations are required. Required for students seeking EC–4 or 4–8 generalist certification with specialization in bilingual or ESL education. Prerequisite(s): admission to Teacher Education or consent of department. May be taken concurrently with EDBE 3470.

4470. Curriculum and Assessment for Bilingual/ESL Education. 3 hours. Examination of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC–4 or 4–8 generalist certification with specialization in bilingual or ESL education. Prerequisite(s): EDBE 3470, 3480 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4490.

4480. Bilingual Approaches to Content-Based Learning. 3 hours. (3;0;1.5) Study of appropriate first language usage in bilingual classrooms, focusing on different core curriculum areas, methods and materials and review of language distribution strategies. Focus on responsive instruction that makes use of effective communication techniques and instructional strategies that actively involve students in the learning process. Required for students seeking EC–4 or 4–8 generalist certification with specialization in bilingual or ESL education. Requires 1.5 hours per week field experience in a bilingual education classroom. Language of instruction is Spanish. Prerequisite(s): EDBE 3470 and 3480, admission to Teacher Education or consent of department and successful completion of departmental proficiency examination in Spanish.

4490. Teaching ESL EC–12: Instructional Strategies and Resources. 3 hours. (3;0;1.5) Study of methods and techniques of teaching English as a second language in elementary and secondary schools. Language development techniques and materials for students at different levels of English proficiency. Focus on helping students to develop strategies (consistent with state standards for language and content learning) that can improve the English language proficiency and grade level subject matter knowledge of English language learners. Required for students seeking EC–4 or 4–8 generalist certification with specialization in bilingual or ESL education. Requires 1.5 hours per week field experience. Prerequisite(s): EDBE 3470, LING 4030 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4470.

4951. Honors College Capstone Thesis. 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.

Educational Administration and Supervision – see *Graduate Catalog*

Educational Curriculum and Instruction – see *Graduate Catalog*

Educational Foundations, EDUC

4800-4810. Studies in Education. 1–3 hours each. Organized classes for specific program needs and student interest. Prerequisite(s): consent of department. Limited-offering basis. May be repeated for credit.

4900-4910. Special Problems. 1–3 hours each.

Elementary Education, EDEE

2000. Exploring Diversity Through Social Action. 3 hours. (3;0;45) Exploration of issues related to race and ethnicity, gender, social class, learning differences, and sexual orientation as they impact education in the U.S. Required for students seeking grades 4–8 teacher certification. *Satisfies the Cross-Cultural, Diversity and Global Studies requirement of the University Core Curriculum.*

3320. Foundations of Education: The School Curriculum. 3 hours. Principles and foundations of curriculum for grades EC–8 in public schools. Includes the study of professional ethics/responsibilities, educational philosophies, the history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment. Prerequisite(s): admission to the teacher education program (includes participation in a field-based program), a child/adolescent/lifespan development course, and an educational-application computer course.

3380. Teaching and Learning in Grades EC–8. 3 hours. Effective teaching practices through reflective decision making. Includes the fundamental teaching skills of planning for instruction, implementing appropriate teaching strategies, integrating the curriculum, integrating technology into teaching, grouping children for instruction, acquiring appropriate materials/resources, assessing student learning, and establishing and maintaining a safe and effective learning environment. Prerequisite(s): admission to the teacher education program (includes participation in a field-based program), with a child/adolescent/lifespan development course, and an educational-application computer course.

4101-4102. Student Teaching in Pre-K through Grade 4. 3 hours each. Teaching under supervision in pre-kindergarten through grade 4. Prerequisite(s): admission to the teacher education program; EDEE 3320, 3380, 4330, 4340, 4350; EDRE 4860. Required for those seeking Pre-K–4 certification. See Student Teaching Program for details. Pass/no pass only.

4103-4104. Student Teaching in Grades 4–8. 3 hours each. Teaching under supervision in grades 4 through 8. Prerequisite(s): admission to teacher education program; EDEE 3320, 3380, 4330, 4340, 4350; EDRE 4860. Required for those seeking grades 4–8 certification. See Student Teaching Program for details. Pass/no pass only.

4330. Science in Grades EC–8. 3 hours. (3;0;16) Subject matter background and material organization for an integrated science program in the primary/elementary/middle school. Students experience firsthand the scope and sequence of science education in a primary/elementary/middle school setting. Assignments, directed field experience and other class activities take place on site in a school setting. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based

program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major science courses and DFEC classes.

4340. Social Studies in Grades EC–8. 3 hours. (3;0;16) Principles of teaching social studies in the primary/elementary/middle school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings and experience first-hand the scope and sequence of the curriculum in a primary/elementary/middle school setting. Assignments, directed field experience and other class activities take place in a school setting. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major social studies courses and DFEC classes.

4350. Mathematics in Grades EC–8. 3 hours. (3;0;16) Principles in mathematics teaching and learning based on national curriculum and assessment standards. The learning process in the development of mathematical thinking and skills in children. Students observe mathematics instruction and materials in real settings and experience firsthand the scope and sequence of mathematics in a primary/elementary/middle school setting. Assignments, directed field experience and other class activities take place on site in a school setting. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major math courses and DFEC classes.

4800-4810. Studies in Education. 1–3 hours each. Organized classes for specific program needs and student interest. Prerequisite(s): admission to teacher education and consent of department. Limited-offering basis. May be repeated for credit.

4900-4910. Special Problems. 1–3 hours each.

4951. Honors College Capstone Thesis. 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.

Reading, EDRE

1200. Developmental Reading. 3 hours. Strategies for improving comprehension of college texts. Includes vocabulary development, comprehension monitoring, critical reading, summarizing and rate flexibility. Credit in this course does not fulfill any degree requirement. Pass/no pass only.

4120. Diagnostic Screening and Corrective Educational Techniques for Elementary Children. 3 hours. Theory and application of mental testing, perceptual evaluations, learning styles, evaluation as diagnostic and screening techniques, utilization of child therapies, developmental approaches in language, and minor projective techniques. Prerequisite(s): admission to the teacher education program, EDRE 4820.

4450. Reading and Writing (Birth through Grade 4).

3 hours. (3;0;0) Examines theoretical and practical aspects of emergent literacy. The course focuses on developmentally appropriate practices that foster motivated, strategic readers and writers. Emphasizes development of early language and pre-literacy skills, common school literacy practices, parental/social influences and affective elements related to early reading. Includes an additional hour of field experience per week. Prerequisite(s): admission to the teacher education program and DFST 3123.

4800-4810. Studies in Education. 1–3 hours each.

Organized class for program needs and student interest needs. Prerequisite(s): consent of department. Limited-offering basis. May be repeated for credit.

4820. Reading and Writing in Grades 4–8. 3 hours.

Examines reading and writing processes, the development of reading and writing abilities and skills, theories and models of reading, the nature of the balanced reading program, instructional strategies, planning and materials for the 4–8 literacy learning environment. Prerequisite(s): admission to the teacher education program.

4840. Linguistically Diverse Learners. 3 hours. Designed to enhance the awareness and understanding of pre-service teachers regarding the linguistically diverse learner. Includes study of the language and learning needs of language minority students, the affective aspect of the immigrant and refugee experience, and the impact of that experience on academic and linguistic development. Students will explore how to make practical application of course content in both the regular and the English-as-a-Second-Language classrooms. Prerequisite(s): admission to the teacher education program; EDRE 4450 or 4820 (may be taken concurrently); LING 3060 (may be taken concurrently).

4850. Assessment and Evaluation of Reading. 3 hours.

Examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on non-intrusive, naturalistic procedures. Observations are required. Prerequisite(s): EDRE 4450 or 4820.

4860. Reading and the Language Arts in Grades EC–8.

3 hours. Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of reading with other areas of language arts. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program; EDEE 3320 and 3380; required courses in the reading/English/language arts part of the academic major and required DFEC courses.

4870. Cross-Curricular (Content Area) Literacy Materials and Resources. 3 hours.

Prepares pre-service teachers within both EC–4 and 4–8 certificate programs to plan for and implement literacy instruction across the curriculum. Selecting, evaluating and using developmentally and culturally appropriate materials and resources will be a focus as well as using content literacy strategies which support independent reading and writing in the content areas. Prerequisite(s): admission to the teacher education program; EDRE 4450 (for EC–4) or EDRE 4820 (for 4–8).

4900-4910. Special Problems. 1–3 hours each.**Secondary Education, EDSE****3800. Legal, Organizational and Professional Issues in Teaching.** 3 hours.

An overview of American secondary education, including history, purposes, legal bases, school organization, education as a profession and analysis of characteristics required for professional success. Prerequisite(s): junior standing and admission to teacher education. May be taken concurrently with EDSE 3830.

3830. Teaching/Learning Process and Evaluation. 3 hours.

Examines the processes of learning and the phenomena of adolescent development as they relate to teaching in the secondary school. Prerequisite(s): junior standing and admission to teacher education.

4060. Content Area Reading in Secondary Schools.

3 hours. (0;0;3) Provides an overview of the reading process with emphasis on reading to learn in the secondary school content areas. Course provides knowledge and skills for identifying reading problems, modifying instructional materials and processes, and using writing to promote learning and thinking in the content areas. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Prerequisite(s): junior standing and admission to teacher education.

4070. Teaching Diverse Populations. 3 hours. (0;0;3)

Provides knowledge and skills required for developing and implementing challenging instruction for students who are culturally different, students who receive special education services and students who are identified as gifted and talented. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Prerequisite(s): junior standing and admission to teacher education.

4108-4118. Student Teaching in the Secondary School.

3 hours each. Teaching under supervision. Prerequisite(s): EDSE 3800, 3830, 4060, 4070 and 4840, and senior standing. Required for those seeking secondary certification. See Student Teaching Program for details. Pass/no pass only.

4800-4810. Studies in Education. 1–3 hours each.

Organized classes for program needs and student interest. Prerequisite(s): consent of department. Limited-offering basis. May be repeated for credit.

4840. Instructional Strategies and Classroom Management. 3 hours. (0;0;3)

Taken during the semester immediately preceding student teaching, this course provides knowledge and skills required for organizing and directing various instructional strategies in the secondary classroom. Content includes teaching strategies, approaches to classroom management and discipline, student motivation, student and teacher assessment and evaluation, and the use of media and technology in the classroom. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Must complete 55 hours of field experience in assigned middle and high schools. Prerequisite(s): junior standing, admission to teacher education, and completion of or concurrent enrollment in all education course work excluding student teaching.

4900-4910. Special Problems. 1–3 hours each.

4951. Honors College Capstone Thesis. 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.

Technical Writing

see *Graduate Catalog*

Theatre

see Dance and Theatre

Theory, Music

see Music

University Courses

University Courses, UCRS

2100. Career Development. 1 hour. Course assists undecided majors and others who wish to clarify their career goals in exploring their interests, abilities and values, and in relating these to academic, personal and career choices. Pass/no pass only.

2900. Special Problems. 1–3 hours.

3150. Introduction to Research and Other Scholarly Activities. 2 hours. Basics of research and scholarship, to include critical thinking, elements of research, design, ethics, technical writing, computer technology, publication, application and professional presentation. Prerequisite(s): junior standing and admission to Ronald E. McNair Program. May be repeated for credit. Offered summer term only.

4000. Science in Ancient and Modern Times. 3 hours. Seminars, guest lecturers and readings addressing major advances in science from a technological, philosophical and historical prospective. (Meets with UCRS 5000.)

4200. Seminar in International Studies. 3 hours. (0;0;3) Seminar for advanced undergraduate students in any major; integration of elements of general education with students' major by examining the international dimensions of major field and how they relate to the entire undergraduate experience. Prerequisite(s): senior and/or consent of department.

4800. NT DC Internship. 1–6 hours. Practical experience in the American political process, learning how various Washington, D.C., entities formulate public policy and how other governmental agencies interact with the process. Provides students with insights into public life and the policy-making process by working in governmental, non-profit and private sector internship placements in our nation's capital. Prerequisite(s): open to students accepted

to the NT DC Cooperative Governmental Internship Program; application information available from the Student Development office.

4900. Special Problems. 1–21 hours.

Women's Studies

Women's Studies, WMST

2100. Women and Society: An Introduction to Women's Studies. 3 hours. Introduction to the multidisciplinary field of women's studies. Examination of diverse experiences of women and the significance of gender in U.S. society and culture, with a focus on factors such as race, class, age and sexual orientation. Topics include sex-role socialization, sexuality, violence against women, reproductive health, images of women in the media, women's religious authority, and the contemporary feminist movement. *Satisfies the Cross-Cultural, Diversity and Global Studies requirement of the University Core Curriculum.*

2420. Race, Class, Gender and Ethnicity. 3 hours. Social, cultural and economic perspectives on Native, African, Asian and Mexican Americans. Emphasizes work and family patterns for both women and men, racism and sexism and contemporary movements for equality. *Satisfies the Cross-Cultural, Diversity and Global Studies requirement of the University Core Curriculum.* (Same as SOCI 2010.)

2620. Biological Principles of Women's Health. 3 hours. Fundamental principles of modern biology discussed within the context of women's health. Provides a foundation in biological principles with specific emphasis on topics that address the understanding of women's physiology. Topics include human genetics, metabolism, reproduction, neural organization and sexuality. This is an introductory course; however, successful completion of an introductory course in biology at the high school or college level will be helpful. *Satisfies the Wellness requirement of the University Core Curriculum.* (Same as BIOL 1024.)

2900. Special Problems. 1–3 hours.

3520. Psychological Dynamics of Women. 3 hours. Comparison of personality and cultural factors associated with gender. (Same as PYSC 3490.)

3720. Women's Literature. 3 hours. Studies in literature written by or about women. May be repeated for credit as topics vary. (Same as ENGL 3924.)

4100. Varieties of Feminist Thought. 3 hours. Survey and assessment of feminist and womanist thought from the early 19th century to the present. Examination of feminist social and political philosophy, including writings by liberal, radical, Marxist/socialist, ecological and African-American thinkers. Attention given to controversial issues in feminist thought, including current debates about pornography, prostitution, abortion and new reproductive technologies. Prerequisite(s): WMST 2100 or consent of department.

4200. Contemporary Issues in Global Feminisms. 3 hours. Explores a range of contemporary women's issues from a transnational feminist perspective. Includes readings that offer both theoretical and strategic approaches to women's human rights issues, gendered law, cultural difference, legacies of colonialism, religious fundamentalism, economic globalization and women's roles in military conflict.