1040 (SGNL 1301 or 1401 or 1501). American Sign Language I. 3 hours. Introduction to American Sign Language. Development of a beginning vocabulary of approximately 600-plus signs. Principles of linguistics and grammatical structures. History and current trends of ASL. Development of basic expressive skills using the manual alphabet, numbers and signs.

1050 (SGNL 1302 or 1402 or 1502). American Sign Language II. 3 hours. Expansion of basic vocabulary to approximately 1200-plus signs. Practical application of the linguistics and grammar of ASL. Introduction to deaf culture. Development of expressive fluency in finger-spelling and signing. Primary focus upon receptive recognition and comprehension of simple situational conversations in ASL. Prerequisite(s): SPHS 1040 or equivalent.

1060 (SPCH 1342). Voice and Articulation. 3 hours. Mechanisms of speech; breathing, enunciation and pronunciation; phonetics.

2000. Life Cycle of Speech and Hearing. 3 hours. The development of speech, language and hearing skills from early infancy to advanced age. Comparison of normal and disordered communication and how aging, environment, culture and socioeconomic factors influence speech, language and hearing skills. Emphasis on the impact of communication handicaps on family, society and quality of life.

2040 (SGNL 2301). American Sign Language III. 3 hours. Expansion of vocabulary to approximately 1800-plus signs. Provide and receive natural conversational information in ASL in a variety of contextual settings. Exposure to deaf community events and interaction with deaf adults. Prerequisite(s): SPHS 1050 or equivalent.

2050 (SGNL 2302). American Sign Language IV. 3 hours. Development of receptive and expressive vocabulary to approximately 2400-plus signs. Spontaneous utilization of ASL at conversational rates with fluent signers. Translation of ASL idiomatic expressions into English. Signing of English idioms into conceptually based ASL. The deaf perspective of bilingual and bi-cultural issues. Prerequisite(s): SPHS 2040 or equivalent.

2900. Special Problems. 1–3 hours.

3020. Phonetics. 3 hours. The international phonetic alphabet, basic articulatory acoustic phonetic principles, pronunciation rules, segmental and suprasegmental features, and in-class practice of phonetic transcription.

3050. Introduction to Disorders of Articulation and Phonology. 3 hours. Introduction to the nature, causes and characteristics of articulation and phonological disorders; principles of evaluation and remediation. Prerequisite(s): SPHS 3020 or equivalent.

3070. Introduction to Audiology. 3 hours. Overview of the field with emphasis on disorders of the auditory system and assessment of hearing sensitivity.


4010. Normal Speech and Language Development. 3 hours. Normal language development from birth through adolescence, with consideration of current theories of acquisition, pertinent research and issues related to cultural diversity.

4060. Clinical Practicum in Speech-Language Pathology and Audiology. 1–3 hours. Experience in Speech and Hearing Center. Requirements: All undergraduate majors must enroll for no fewer than two separate terms/semesters for a total minimum of 6 credit hours. Prerequisite(s): 9 hours of major courses to include SPHS 3020. Students must have and maintain a GPA of no less than 3.0 for all departmental courses 3000-level and above, a degree plan on file in SPHS and/or departmental approval. Pass/no pass only.

4090. Basic Rehabilitative Audiology. 3 hours. Methods of improving communication skills of the hearing impaired through speech and language training, amplification, speech reading, auditory training and counseling. Prerequisite(s): SPHS 3070 or equivalent.

4120. Neurological Bases of Speech and Hearing. 3 hours. Structure and function of the human nervous system as related to speech and language learning and usage. Emphasis on the reception and integration of sensation and the production of verbal and non-verbal responses. Prerequisite(s): SPHS 4130 or consent of instructor.

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. Theories of utterance formulation, physiological production, acoustic transmission, and auditory reception, recognition of the human speech signal. Prerequisite(s): SPHS 3020, 4130, or consent of instructor.

4210. Clinical Methods in Speech-Language Pathology. 3 hours. Introduction to the processes involved in assessment, diagnosis and remediation of speech and language disorders. Application of these processes to various work settings.

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

**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.

**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 diverse populations in U.S. society through a field-based practicum in various settings throughout the Dallas–Fort Worth–Denton area. Weekly seminars attend to issues related to race and ethnicity, gender, social class, disability, and sexual orientation. Required for those 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/relationships, 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 DFECS 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 DFECS 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,
EDSE 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
department. Limited-offering basis. May be repeated for
credit.

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

**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 DFEC 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 and 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; EDSE 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.

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.

Technical Writing
see Graduate Catalog

Technology and Cognition

Applied Technology, Training and Development, ATTD

1100. Introduction to Keyboarding and Document Formatting. 3 hours. An entry-level course designed for students who have had no more than one term/semester of typewriting/keyboarding in high school or prior college credit. The course allows students to learn proper keyboard techniques, how to format documents and explore popular word processing programs.

3010. Personal Development. 3 hours. Course provides opportunities for students to develop themselves professionally. Special emphasis is placed on image development for a chosen career and strategy development to launch that career. Time management, money management, business etiquette, selecting mentors and role models are also addressed.

4070. Principles of Leadership, Empowerment and Team Building. 3 hours. The nature and scope of leadership and empowerment as it relates to applied technology and industrial training environments; the techniques for leadership, empowerment and team building are emphasized. Prerequisite(s): junior standing or consent of department.

4100. Principles of Training and Development. 3 hours. Investigates the design, delivery and evaluation of training and development programs. The relationship of modern technology and training theories are addressed.

4110. Instructional Design in Career and Technical Education. 3 hours. Development and use of resources for preparing contextual learning and instruction, presenting lessons and assessing learner performance. Strategies for infusing employability skills, work-based learning and applying instructional technology.

4120. Instructional Strategies in Career and Technical Education. 3 hours. Basic instructional techniques and media commonly utilized in applied technology, training and development; emphasis is placed on illustrated presentations and technical demonstrations.

4121. Technical Presentation Skills. 3 hours. Emphasis on technical presentation skills and electronic presentation media commonly utilized in training and development. Topics such as developing an audience profile, arranging facilities, topic introduction techniques, questioning and summary strategies are addressed.

4130. Professional Responsibilities and Management in Career and Technical Education. 3 hours. Examines the role and responsibilities of career and technical education professionals as well as the importance of creating a classroom and laboratory environment that fosters a positive learning climate. The role and responsibilities of career and technical education professionals as well as technology applications, effective time management, standards for student conduct and teacher liability are addressed.

4140. Work-Based Learning in Career and Technical Education. 3 hours. Study of the basic standards and recent changes in work-based learning. Emphasis is placed on developing materials to effectively facilitate the work-based learning component of a workforce education program.

4160. Advanced Computer Applications in Education and Training. 3 hours. Course is designed as an advanced preparation for students preparing to enter organizations in education or training that utilize modern computer-based technologies that include: graphic applications, telecommunications, networking, programming and computer-based training. Prerequisite(s): ATTD 4300.

4200. Performance Improvement in Education and Training. 3 hours. Introduction to the history, theory and practice of human performance technology in education and training. Explores the systemic process of analysis, intervention development, change implementation and process evaluation involved in performance improvement.

4230. Directed Occupational Internship in Industry or Training. 1–3 hours. (2000 clock hours equals one year of experience or 8 semester credit hours.) Supervised individual work experience in a recognized occupation or field of specialization. Prerequisite(s): consent of department. For those who meet the necessary state-mandated requirements for years of work experience these credits can be granted for successful completion of an occupational competency examination. May be repeated up to 24 hours of credit.

4300. Computer Applications in Education and Training. 3 hours. Two broad areas of applications (occupational and educational) are discussed and demonstrated. Course focuses on an integration of software packages in a project-oriented, real-world environment. Course is primarily hands-on with students working extensively on the computer and related hardware. Prerequisite(s): CECS 1100 or equivalent.

4340. Office Information Processes. 3 hours. Course combines skills of hardware and software use with an introduction to teaching methods needed to teach those skills to students in the K–12 office education classroom. Prerequisite(s): ATTD 4300.

4360. Desktop Publishing in Education and Training. 3 hours. Course emphasizes the application of desktop publishing theory and practices in education and training. Course utilizes desktop publishing software to create technical brochures, advertisements, newsletters and other publications in the industrial training organization or educational environment. Prerequisite(s): ATTD 4300.

4435. History and Principles of Applied Technology. 3 hours. A study of the historical development, founding principles and objectives of applied technology programs in the United States; focus on the types of programs, general organization and methods of delivery.