

# ALTERNATIVE CERTIFICATION OF EDUCATORS (ACE)

ACE is an Initial Teaching Certification Program for candidates who hold an undergraduate degree in a content area that leads to initial certification. Candidates must meet University admissions requirements as outlined in the Graduate Admissions section of this catalog.

## Program Description

The courses for this program are offered online.

ACE is an Initial Teaching Certification Program for candidates who hold an undergraduate degree in a content area that leads to initial certification. Candidates must meet University admissions requirements as outlined in the Graduate Admissions section of this catalog.

Furthermore, students must be accepted into the ACE program which includes demonstrating competencies in the desired teaching area by passing the content area state exam prior to entry. Should the student wish to continue and work toward a Master's degree in Elementary Education or Secondary Education, the four graduate courses taken in the ACE program will apply towards that degree completion. In addition, if the student completed an internship, the six graduate courses will apply toward certificate completion.

ACE offers initial certification in the following areas:

- Art EC-12
- Bilingual Generalist EC-6 (requires **Bilingual Target Language Proficiency Test**)
- English Language Arts and Reading 4-8
- English Language Arts and Reading 7-12
- Generalist EC-6
- History 7-12
- Life Science 7-12
- LOTE Spanish EC-12
- Mathematics 4-8
- Mathematics 7-12
- Music EC-12
- Physical Education EC-12
- Physical Science 6-12
- Science 4-8
- Social Studies 4-8
- Social Studies 7-12
- Special Education EC-12
- Theatre EC-12

ACE students enter the program as a cohort and begin in the first summer session. Although coursework for this program is online, 30-hours of observation and clinical experience requires face-to-face attendance in schools. These students may either complete clinical teaching, a 14-week, full-day, teaching practicum at a public or private school accredited by the Texas Education Agency, or an Internship, a one-year, supervised, professional assignment at a public or private school accredited by the Texas Education Agency that will lead to completion of a standard certificate. Upon completion of the ACE program, the student must apply for initial certification at the Texas Education Agency website.

## Admission Requirements

Candidates must:

- hold a Baccalaureate Degree from an accredited institution of higher learning. Official transcripts must reflect an overall 3.0 GPA for full admission.
- pass the TX Pre-Admission Content Test (PACT), in compliance with TEA guidelines; <https://tea.texas.gov/texas-educators/certification/educator-testing/pre-admission-content-test> (<https://tea.texas.gov/texas-educators/certification/educator-testing/pre-admission-content-test/>).
- complete an admission interview with a faculty member of the Department of Curriculum, Instruction, and Learning Sciences.
- meet all requirements for admission to the graduate program and submit the online graduate application at <http://gradschool.tamucc.edu/application.html>.
- Acknowledge, sign, and return a letter of acceptance declaring their choice of certification area to comply with Texas Education Agency rules. Upon this declaration, students may not change from their initial choice of certification area.

## Retention in the ACE Teacher Education Program

Requirements for admission to and retention in the ACE Initial Teacher Certification Program are noted in the opening graduate catalog section for the College of Education and Human Development under "Programs Leading to Post-Baccalaureate Teaching Certification." Please review this section for details.

## Application and Recommendation for the Initial Teacher Certificate

Initial teacher certification by the Texas Education Agency is not automatically granted with the completion of an approved program of study. The ACE student must first be recommended for certification by the COEHD upon successful completion of the prescribed preparation program, passing of all required TExES exams, and the candidate's submission of the online application through the Texas Education Agency website. Application fees are required.

## Program Requirements

Code	Title	Hours
<b>Required Courses</b>		
EDUC 5351	Foundations of Education in America	3
EDUC 5352	Planning, Teaching, Learning Processes	3
EDUC 5353	Classroom Management and the Student	3
Select one of the following:		3
READ 5345	Stages and Standards for Reading Development	
READ 5369	Content Area Reading	
READ 5371	Diagnosis and Correction of Reading Problems	
<b>Total Hours</b>		<b>12</b>

## Clinical Teaching or Internship

If you choose the intern teacher path, you will register for:

Code	Title	Hours
EDUC 5393	Internship I and Seminar for the intern Teacher	3
EDUC 5394	Internship II and Seminar for the intern Teacher	3

If you choose the clinical teaching path, you will register for 6 hours of clinical teaching. These hours are not accepted for graduate credit, therefore you will be required to take two additional graduate level courses within the teacher preparation coursework. Please meet with your faculty advisor to discuss this option.

## Courses

### Teacher Education/Student Teaching Courses

#### **EDUC 5327 Strategies of Success I for the Beginning Teacher** **3 Semester Credit Hours (3 Lecture Hours)**

This course is provided for beginning teachers during their second year on a "Probationary Certificate." Students are provided with the application of learning principles, classroom management techniques, communication skills, and teaching strategies that will reinforce their existing teaching skills. Enrollment is limited to teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken during the first semester of the second year on a "Probationary Certificate."

**Prerequisite:** EDUC 5393 and 5394.

#### **EDUC 5351 Foundations of Education in America** **3 Semester Credit Hours**

A course emphasizing multicultural aspects of education; requirements for teaching as they relate to special education students, including the gifted and talented; the legal and ethical aspects of teaching; and the forms of organization and management utilized in Texas and in the U.S. Enrollment limited to graduate students seeking initial teacher certification.

#### **EDUC 5352 Planning, Teaching, Learning Processes** **3 Semester Credit Hours**

A course emphasizing the various aspects of planning for teaching: the teaching/learning process; curriculum organization; use of instructional media and technology; instructional planning; and instructional and student evaluation, including standardized testing programs, teacher evaluation, and various forms of instructional and student evaluation planned and conducted by the teacher. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification.

#### **EDUC 5353 Classroom Management and the Student** **3 Semester Credit Hours**

A course emphasizing methods of organizing and managing a classroom, and student growth and development concepts and how they will affect classroom management. Enrollment limited to graduate students seeking initial teacher certification.

#### **EDUC 5354 Methods of Teaching Mathematics** **3 Semester Credit Hours (3 Lecture Hours)**

A course emphasizing the teaching of mathematics in Grades 1-8 using manipulatives in a problem-solving format. Instruction will build upon the following topics which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification.

#### **EDUC 5355 Methods of Teaching Social Studies** **3 Semester Credit Hours (3 Lecture Hours)**

A course emphasizing practical applications for the teaching of social studies in Grades 1-8. Instruction will build upon the following topics, which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial teacher certification.

#### **EDUC 5356 Methods of Teaching Science** **3 Semester Credit Hours (3 Lecture Hours)**

This course is designed to provide pre-service teachers with an understanding of the teaching of science in the elementary school setting. Students' prior knowledge from previous courses will be essential to their performance in this course, namely: technology in the classroom, lesson planning, curriculum organization, and student assessment. Participation in field experiences is a requirement of this course. Enrollment limited to graduate students seeking initial teacher certification.

#### **EDUC 5357 Strategies for Teaching in the Secondary School** **3 Semester Credit Hours (3 Lecture Hours)**

A course emphasizing practical and varied strategies for instructional planning and presentations. Instruction will build upon the following topics, which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment limited to graduate students seeking initial certification.

#### **EDUC 5358 Applied Research and Professional Writing** **3 Semester Credit Hours (3 Lecture Hours)**

A course emphasizing the finding, interpreting, and use of research to achieve a stated educational goal for each individual student. Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop and execute an applied inquiry project. Enrollment limited to graduate students seeking initial teacher certification.

#### **EDUC 5390 Professional Seminar** **1-3 Semester Credit Hours (1-3 Lecture Hours)**

This course addresses contemporary issues in education. May be repeated for credit when the topic varies.

#### **EDUC 5393 Internship I and Seminar for the intern Teacher** **3 Semester Credit Hours (3 Lecture Hours)**

This course is a supervised classroom teaching field experience and seminar designed to assist the non-certified teacher with the application of various aspects of planning for teaching. Enrollment is limited to graduate students seeking initial teacher certification. Interns must be enrolled in EDUC 5352 - Planning, Teaching, Learning Processes\* (or have completed EDUC 5352 - Planning, Teaching, Learning Processes\*) and completed 30 contact hours of field observation.

#### **EDUC 5394 Internship II and Seminar for the intern Teacher** **3 Semester Credit Hours (3 Lecture Hours)**

This course is a supervised classroom teaching field experience and seminar designed to assist the non-certified teacher with the application of classroom management techniques, and enhance existing teaching skills. Enrollment is limited to graduate students seeking initial teacher certification.

**Prerequisite:** EDUC 5393 and 5352.

**EDUC 5395 Strategies of Success II for the Beginning Teacher**  
**3 Semester Credit Hours (3 Lecture Hours)**

This course is provided for beginning teachers during their second year on a "Probationary Certificate." Students are provided with the application of learning principles, communication skills, and teaching strategies that will reinforce their existing teaching skills. Enrollment is limited to teachers on a TEA "Probationary Certificate," but are currently in teaching positions. This course is taken during the second semester of the second year on a "Probationary Certificate."

**Prerequisite:** EDUC 5393, 5394 and 5327.

**EDUC 5397 Practicum I for the Beginning Teacher**  
**3 Semester Credit Hours (3 Lecture Hours)**

This is a supervised classroom teaching field experience designed to enhance the individual teacher's existing teaching skills for the beginning teachers during their third year on a "Probationary Certificate." Enrollment is limited to certified teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken concurrently with EDUC 5327 first semester of the third year on a "Probationary Certificate." This course may not be taken for graduate credit if the student has taken EDUC 5393, EDUC 5394 or EDUC 5395.

**Prerequisite:** EDUC 5327, 5393, 5394 and 5395.

**EDUC 5398 Practicum II and Seminar for the Beginning Teacher**  
**3 Semester Credit Hours (3 Lecture Hours)**

Beginning teachers who are currently in their third year of a "Probationary Certificate" are provided with additional skills to enrich their classroom teaching proficiency through seminars and supervised supervision for effective classroom teaching. Enrollment is limited to certified teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken during the second (and final) semester of the third year on a "Probationary Certificate."

**Prerequisite:** EDUC 5327, 5393, 5394, 5395 and 5397.

**EDUC 5696 Directed Individual Study**  
**1-6 Semester Credit Hours (1-6 Lecture Hours)**

Contemporary issues in educational technology; topics vary with professional interests and needs of participants. This "hybrid" course focuses upon enabling students to design effective instructional activities and materials for on-line instruction within a learning management system (LMS) environment. Students will acquire research-based knowledge about the design and development of effective on-line instruction which is consistent with established best practices.

Emphasis will be placed upon development of on-line instruction in curricular areas specified by the instructor or selected by the student, subject to instructor approval.

## Reading Courses

**READ 5310 Emergent Literacy**  
**3 Semester Credit Hours (3 Lecture Hours)**

Language acquisition and functions of language are explored for beginning literacy (K-3). Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of the language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabularies, concepts about print, and auditory discrimination.

**READ 5314 College/Adult Literacy**  
**3 Semester Credit Hours (3 Lecture Hours)**

Theories and research on reading, writing, and study processes of college and adult students will be explored. Students will learn about program design, teaching/learning strategies, and assessment procedures appropriate for developmental college students and adult education.

**READ 5321 Fundamentals of Elementary Reading instruction I**  
**3 Semester Credit Hours (3 Lecture Hours)**

This course includes a study of methods, materials, and strategies for teaching reading. It is designed to provide graduate students with professional knowledge concerning current research, philosophical perspectives, essential program components, and pedagogical strategies essential to the teaching of reading. Enrollment limited to graduate students seeking initial teacher certification.

**READ 5322 Fundamentals of Elementary Reading instruction II**  
**3 Semester Credit Hours (3 Lecture Hours)**

This course includes a study of theoretical, research, and pedagogical aspects of the reading-writing connection for grades 4-8 students. There will also be an emphasis on content area reading and study skills as well as the writing process. Enrollment limited to graduate students seeking initial certification.

**READ 5323 Fundamentals of Secondary Reading instruction**  
**3 Semester Credit Hours (3 Lecture Hours)**

This course is designed to provide graduate students with professional knowledge concerning current research, theory, essential program components, and pedagogical strategies in secondary literacy. Application of strategies to the reading, writing, and learning needs to adolescents will be emphasized. Areas of consideration will include classroom assessment of literacy study reading, and integrating trade books into the content classroom. Enrollment limited to graduate students seeking initial certification.

**READ 5345 Stages and Standards for Reading Development**  
**3 Semester Credit Hours (3 Lecture Hours)**

This course emphasizes effective reading practices that reflect state content and performance standards. Particular emphasis is placed on the interrelated components of reading and how these components apply in reading instruction. Equal emphasis is placed on primary, middle school, and high school students. This course is required for the Master Reading Teacher Certificate.

**READ 5346 Trends and issues in Literacy**  
**3 Semester Credit Hours (3 Lecture Hours)**

In this course students will examine the recent and past trends in literacy and the political, cultural, and research-based forces that influenced those trends. Attention will be given to how those trends have impacted and are impacting literacy instruction.

**READ 5350 Multicultural Literacy**  
**3 Semester Credit Hours (3 Lecture Hours)**

This is a graduate level course that focuses on issues pertaining to multicultural literacy and biliteracy. This course examines the educational issues confronting culturally and linguistically diverse students in our schools today. This course is required for the Master Reading Teacher Certificate.

**READ 5352 Theoretical Models of Reading and Writing**  
**3 Semester Credit Hours (3 Lecture Hours)**

This course is designed to provide teachers opportunities to expand their knowledge of the theoretical ways in which reading and writing processes are related and the practical ways in which these parallel processes can be incorporated into the literacy curriculum.

**READ 5355 Teaching Literacy through Technology**  
**3 Semester Credit Hours (3 Lecture Hours)**

In this course students explore research on the use of computers and related technology to (a) develop a more responsive literacy curriculum, and (b) determine literacy management and evaluation procedures in the technology environment.

**READ 5357 Critical Literacy****3 Semester Credit Hours (3 Lecture Hours)**

Attention is on the theoretical and philosophical foundations of critical literacy. Students expand the lens through which literacy in schools may be viewed and develop a language of critique for analyzing literacy in social, political, and economic contexts.

**READ 5369 Content Area Reading****3 Semester Credit Hours (3 Lecture Hours)**

In this course graduate students examine the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students' abilities to learn through text-based instruction, (b) ways to promote the acquisition of study skills, and (c) ways to assist struggling readers in a classroom situation.

**READ 5371 Diagnosis and Correction of Reading Problems****3 Semester Credit Hours (3 Lecture Hours)**

In this course students learn techniques for diagnosis and correction of reading problems as they work with children experiencing difficulty in learning to read.

**READ 5372 Classroom Assessment and instruction****3 Semester Credit Hours (3 Lecture Hours)**

Course attention is on the selection and administration of appropriate reading assessments for all students. Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literacy learning for all learners. This course is required for the Master Reading Teacher Certificate.

**READ 5381 Exploring the Literature of Children and Adolescents****3 Semester Credit Hours (3 Lecture Hours)**

This course will examine the historical, social, and pedagogical developments of the field of literature for children and adolescents.

**READ 5390 Professional Seminar: Special Topics in Literacy****3 Semester Credit Hours (3 Lecture Hours)**

The course addresses issues relevant to literacy. It may be repeated when topics vary.

**READ 5392 Psycho-sociolinguistics and Reading****3 Semester Credit Hours (3 Lecture Hours)**

This course explores the psychology of language as well as the social semiotics of language learning. Theories of cognition and sociolinguistics will be examined as they relate to literacy development in regular and specialized learning contexts.

**READ 5393 Literacy Curriculum and Supervision****3 Semester Credit Hours (3 Lecture Hours)**

Components of comprehensive reading programs in schools and districts will be examined, and strategies for literacy curriculum design and staff development will be explored. Emphasis will be on the literacy professional as a change agent and promoter of educational innovation.

**READ 5395 Leadership and Literacy****3 Semester Credit Hours (3 Lecture Hours)**

This course emphasizes how to disseminate reading research to critical stakeholders involved in education. Techniques include, but are not limited to, coaching, collaborating, mentoring, and consulting with colleagues.

**READ 5396 Literacy Research Seminar****3 Semester Credit Hours (3 Lecture Hours)**

This seminar is the culminating course in the graduate reading concentration. Current trends in literacy research, the critical examination of selected research studies, and the self-evaluation of professional needs and interests are included. This course calls for students to integrate information from previous classes with new information presented in this class in order to develop, conduct, and evaluate action-based research.

**READ 5696 Directed individual Study****1-6 Semester Credit Hours (1 Lecture Hour)**

May be repeated when topics vary.

**READ 5697 Reading Practicum****6 Semester Credit Hours (6 Lecture Hours)**

Students will have an opportunity to apply their knowledge of reading instruction by teaching children and youth with reading difficulties. They will gain knowledge of: the organization and management of the reading program, as well as early intervention strategies and programs. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies on the children and youth being tutored. Some emphasis will also be placed on the many roles of the reading professional.

**READ 6310 Emergent Literacy****3 Semester Credit Hours (3 Lecture Hours)**

Language acquisition and functions of language are explored for beginning literacy P-4. Emphasis will be on classroom strategies for promoting language development and literacy growth for children through the integration of language systems (reading, writing, speaking, listening). Of particular concern will be children's oral language, letter knowledge, reading and writing vocabulary, concepts about print, and auditory discrimination. Doctoral students enrolled in this course will be expected to complete all assignments designated for master's students and also complete additional specified assignments. Students who took this course as READ 5310 may not take the course as READ 6310.

**READ 6314 College/adult Literacy****3 Semester Credit Hours (3 Lecture Hours)**

Theories and research on reading, writing, and study processes of college and adult students will be explored. Students will learn about program design, teaching/learning strategies, and assessment procedures appropriate for developmental college students and adults. In addition, doctoral students will study topics related to educating adults in professional situations. Students who took this course as READ 5314 may not take the course as READ 6314.

**READ 6345 Stages and Standards for Reading Development****3 Semester Credit Hours (3 Lecture Hours)**

This course emphasizes effective reading practices that reflect state content and performance standards. Particular emphasis is placed on the interrelated components of reading and how these components apply in reading instruction. Equal emphasis is placed on primary, middle school, and high school students. This course is required for the Master Reading Teacher Certificate. Doctoral students will complete a major research paper on a topic to be approved by the professor. Students who took this course as READ 5345 may not take the course as READ 6345.

**READ 6350 Multicultural Literacy****3 Semester Credit Hours (3 Lecture Hours)**

This is a graduate level course that focuses on issues pertaining to multicultural literacy and biliteracy. This course examines the educational issues confronting culturally and linguistically diverse students in our schools today. Doctoral students will have assignments that go beyond those for master's students. Students who took this course as READ 5350 may not take the course as READ 6350.

**READ 6352 Theoretical Bases for Literacy****3 Semester Credit Hours (3 Lecture Hours)**

Course focus is on major theories of reading and literacy in terms of both processes and practices. It also attends to ways in which theory relates to the literacy curriculum.

**READ 6356 Writing for Publications in Higher Education****3 Semester Credit Hours (3 Lecture Hours)**

This course addresses topics in writing for publication in higher education including the writing process, composition, organization, collaboration, and the identification of forums for dissemination of research and scholarship.

**READ 6357 Critical Literacy****3 Semester Credit Hours (3 Lecture Hours)**

Attention is on the theoretical and philosophical foundations of critical literacy. Students expand the lens through which literacy in schools may be viewed and develop a language of critique for analyzing literacy in social, political, and economic contexts. Doctoral students have assignments that go beyond those for master's students. Students who took this course as READ 5357 may not take the course as READ 6357.

**READ 6369 Content Area Reading****3 Semester Credit Hours (3 Lecture Hours)**

In this course graduate students examine the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students' abilities to learn through text based instruction, (b) ways to promote the acquisition of study skills, and (c) ways to assist struggling readers in a classroom situation. Doctoral students enrolled in this course will be expected to complete all assignments designated for the master's level students and also complete additional specified assignments. Students who took this course as READ 5369 may not take the course as READ 6369.

**READ 6371 Diagnosis and Correction of Reading Problems****3 Semester Credit Hours (3 Lecture Hours)**

In this course, students will become aware of the factors that influence reading achievement through the study and implementation of various assessments. Some attention will also be paid to instructional strategies. The primary focus will be on children who are having difficulty reading. Students who took this course as READ 5371 may not take the course as READ 6371.

**READ 6372 Classroom Assessment and instruction****3 Semester Credit Hours (3 Lecture Hours)**

Course attention is on the selection and administration of appropriate reading assessments for all students. Particular focus is given to the role and use of reading assessment for planning, designing, and adjusting instruction to promote literacy learning for all learners. Students who took this course as READ 5372 may not take the course as READ 6372.

**READ 6380 Advanced Studies in Literature for Children and Adolescents**  
**3 Semester Credit Hours (3 Lecture Hours)**

This course will examine the historical, sociological, and pedagogical developments of the field of literature for children and adolescents and will emphasize teacher research and inquiry. The major emphasis of the course will focus on awareness of both traditional and contemporary literature and authors for children and adolescents.

**READ 6390 Special Topics in Reading****3 Semester Credit Hours (3 Lecture Hours)**

The course addresses contemporary issues in education. It may be repeated when topics vary.

**READ 6391 Evaluation of Literacy Methods, Materials, and Assessment**  
**3 Semester Credit Hours (3 Lecture Hours)**

Reading professionals taking the course acquire the knowledge and strategies to evaluate literacy-related materials, methodologies, and assessment. In addition, they will develop a process to evaluate teacher-produced and commercial materials.

**READ 6392 Psycho-sociolinguistics and Reading****3 Semester Credit Hours (3 Lecture Hours)**

This course explores the psychology and the social semiotics of language and their relationship to literacy teaching and learning. Theories of cognition and sociolinguistics will be examined as frameworks for better understanding literacy development. Semiotics is the study of the signs and symbols of language and deals with their functions in the syntactic, semantic, and pragmatic use of language. Doctoral students will complete a major research paper on a topic to be approved by the professor. Students who took this course as READ 5392 may not take the course as READ 6392.

**READ 6393 Literacy Curriculum and Supervision****3 Semester Credit Hours (3 Lecture Hours)**

Components of comprehensive reading programs in schools and districts will be examined, and strategies for literacy curriculum design and staff development will be explored. Emphasis will be on the literacy professional as a change agent and promoter of educational innovation.

**READ 6395 Leadership and Literacy****3 Semester Credit Hours (3 Lecture Hours)**

This course emphasizes "how" to disseminate reading research to critical stakeholders involved in education. Techniques include, but are not limited to, coaching, collaborating, mentoring, and consulting with colleagues. Students who took this course as READ 5395 may not take the course as READ 6395.

**READ 6396 Literacy Research Seminar****3 Semester Credit Hours (3 Lecture Hours)**

In this doctoral-level course in reading/literacy research, attention goes to historical and current trends in literacy research, the critical examination of selected reading research studies, and self analysis of personal and professional interests and needs. This course calls for students to integrate information from previous graduate classes with information presented in this class to analyze and implement reading/literacy research. Doctoral students enrolled in this course will be expected to complete all assignments designated for the master's level students and also complete additional specified assignments. Students who took this course as READ 5396 may not take the course as READ 6396.

**READ 6398 Advanced Reading Supervision Practicum**

**3 Semester Credit Hours (3 Lecture Hours)**

In this course, reading specialists will be provided with an opportunity to apply their supervisory skills in a practical situation. Students will observe and evaluate inservice teachers, as well as make suggestions for improvement. Course requirements include completion of teacher evaluation summaries; development of observation forms; description of a district-wide reading program; and planning and implementation of an inservice workshop.

**READ 6399 Advanced Literacy Research Seminar**

**3 Semester Credit Hours (3 Lecture Hours)**

This course is designed to familiarize doctoral students with (a) historical avenues of literacy research, (b) current trends in literacy research, and (c) procedures for conducting personal research leading to a doctoral dissertation in some aspect of literacy education.

**Prerequisite:** EDLD 6333.

**READ 6696 Directed Individual Study**

**1-6 Semester Credit Hours (1 Lecture Hour)**

May be repeated when topics vary.

**READ 6697 Reading Clinic Practicum**

**6 Semester Credit Hours (6 Lecture Hours)**

In this course students will have an opportunity to apply their knowledge of reading instruction by teaching children with reading difficulties. In addition, students will gain knowledge of strategies for comprehension, word recognition and study skills. Literacy leaders and their contributions to the knowledge base for reading and writing instruction will be reviewed. Course requirements include the development of case studies.

Doctoral students have additional assignments that go beyond those required of master's students. Students who took this course as READ 5697 may not take the course as READ 6697.

**Prerequisite:** READ 5371 or 6371.