

- 5310 Marketing Management** **3:3:0**  
An intensive study of specific marketing concepts and theories. Marketing strategies for the national and multinational firms are surveyed. Emphasis is placed on reading from current journals and other related publications.
- 5340 International Marketing** **3:3:0**  
Analysis and planning of marketing mix on an international scale. The course focuses on the aspects of international marketing such as the international market, the identification of global opportunities and threats, the formulation of international marketing strategy, and the organizations and control of global marketing.  
*Prerequisite: Graduate standing, MKTG 5200.*
- 5350 E-Marketing** **3:3:0**  
This course is a comprehensive review of marketing strategies that are enabled and enhanced by rapidly-evolving electronic and interactive media and communication methods. Analysis of current events and business cases involving online marketers is an integral part of the course.

## College of Education and Human Development

The College of Education and Human Development offers graduate programs of study leading to the Doctor of Education degree in Educational Leadership and the Master of Education degree in eight different areas. Master of Science degrees in Kinesiology, Health Promotion, and Family and Consumer Sciences are also offered.

Persons seeking admission to these programs must meet the general admission requirements of the College of Graduate Studies and of the individual department in which they plan to enroll. Admission to a degree program does not imply admission to candidacy for a degree.

### Degrees Offered

Doctor of Education in Educational Leadership

Master of Education in

Counseling and Development

Educational Administration

Educational Technology Leadership

Teacher Leadership

Elementary Education (Students may choose a specialization area.)

Secondary Education (Students may choose a specialization area.)

Special Education

Supervision

Master of Science in

Health Promotion

Kinesiology

Family and Consumer Sciences

### Professional Certificates Available

Counselor

Educational Diagnostician

Generic Special Education

Principal

School Superintendent

## General Information Concerning Professional Certificates

The Professional Certificate is now a five-year renewable certificate. It gives the holder legal authority to perform duties in the specialized areas designated on the face of the certificate. Information about requirements for a particular certificate can be obtained from the department offering the certification program. Once all requirements for a certificate are completed it is the responsibility of the student to go to the Office of Professional Services in the College of Education and Human Development and make application for the certificate to be awarded by the Texas Education Agency.

## Department of Educational Leadership

**Department Chair: Dr. Carolyn Crawford**

**204 Education Bldg.**

**Phone: 880-8689**

**Counseling and Development:** Dr. Patti Buxton, Dr. Carolyn Crawford,  
Dr. William Holmes, Dr. Pam Monk

**Educational Administration:** Dr. Sheldon Buxton, Dr. Elvis Arterbury

**Doctoral Program:** Dr. Sandra Harris, Dr. Michel Hopson, Dr. Jane Irons

The Department of Educational Leadership offers graduate programs leading to the Doctor of Education (Ed.D.) in Educational Leadership and the Master of Education (M.Ed.) degrees in Educational Administration, Supervision, Counseling and Development, and Educational Technology Leadership. For students already holding a master's degree and teacher certification, the Department offers course work leading to certification as a Superintendent, Principal, and School Counselor. A teaching certificate in Technology Applications is also available.

Course requirements for the state examination for Licensed Professional Counselor certification are also offered by this department.

## Admission

Admission to a master's degree program or a post-master's "certificate only" program is required of all students taking courses in the Educational Leadership Department. A maximum of six semester hours may be taken prior to admission. Non-admitted students wishing to transfer courses from another department or another university must have permission of the department chair before registering.

### Admission to a Master's Degree Program

To be admitted to a program leading to a Master's degree in Educational Administration, Counseling and Development, Supervision, or Educational Technology Leadership students must fulfill the general requirements for admission to the Graduate College as stated elsewhere in this bulletin plus the departmental requirements. The Educational Leadership Department requires a minimum score of 400 on the Verbal and Quantitative sections of the Graduate Record Exam with a minimum combined Verbal and Quantitative score of 800. Students whose scores are below this standard but who meet the entrance requirements of the Graduate College will be considered on an individual basis and may be admitted by the Department. Test of

English as a Foreign Language (TOEFL) is not accepted as a substitute for minimum scores on the Graduate Record Exam. If a student has applied for admission to a degree program and has not received notification of acceptance (or non-acceptance) within 30 days after application the student should check with the Graduate Admissions Office.

### **Admission to Candidacy for Master's Degree**

After completing at least 15 semester hours of course work on the master's degree the student should apply for Admission to Degree Candidacy. Forms for admission to candidacy should be obtained from the Educational Leadership Department Office and returned there upon completion. (NOTE: University regulations require the student be admitted to candidacy prior to beginning the last nine hours of course work). If a student does not have a letter certifying admission to candidacy within 30 days after making application the student should check with the department office.

### **Step-by-step procedure for admission to a Master's degree program**

1. Apply for Admission to the Graduate College of Lamar University.
  - A. Obtain application form from the Graduate Admissions Office in Room 118 of the Wimberly Building, call (409) 880-8356, or find it at [www.lamar.edu](http://www.lamar.edu).
  - B. Complete the Graduate Record Examination and have scores sent to Graduate Admissions, Lamar University, P.O. Box 10078, Beaumont, TX 77710.
  - C. Have all transcripts sent to Graduate Admissions as in B above.
2. Meet with program advisor to develop a degree plan. **NOTE:** No deviations from the degree plan will be permitted without prior written permission of advisor or department head.
3. In consultation with graduate advisor, select members of graduate committee. (The program advisor will chair this committee.)
4. Complete at least 15 hours of course work from their degree plan and apply for Admission to Candidacy. **NOTE:** A Student must be admitted to candidacy **prior to beginning** the last nine hours of course work.
5. Complete remaining course work.
6. Complete requirements for graduation.
  - A. Apply for graduation in the Graduate College office (219 Wimberly).
  - B. Take and pass comprehensive examination during the last semester of attendance. To take the comprehensive examination a student must be in his/her last semester of coursework, have no incompletes ("I" grade) or unsatisfactory ("D" or "F" grades) on their transcripts and have met all other requirements for graduation.
7. Graduate.

**NOTE:** Completion of some master's programs also includes completion of all course requirements for an additional certification. Student desiring the additional certificate must apply to take the appropriate TExES Exam at the Office of Professional Services and Admissions. After successfully passing the exam, the student should apply at the Certification Office for the certificate.

## **Admission to a “Certification Only”**

The Educational Leadership Department offers post master’s certification programs leading to certification as a Superintendent, Principal, and School Counselor. Students who hold a master’s degree and teacher certification and seek an additional certification offered by this department should apply to the Educational Leadership department for admission to the appropriate certification program. Those admitted to “Certification Only” are expected to have equivalent and recent coursework for substitutions to be made for required courses. Upon completion of the application and receipt of an official transcript, a program advisor will be assigned. The advisor will develop a certification plan for the student. After completion of the certification plan requirements the student must apply for and pass the TExES examination and file for the certificate at the Certification Office. Students seeking a program leading to examination for certification as a Licensed Professional Counselor should follow the process designated above and then contact the State Board of Examiners for Professional Counselors in Austin, Texas to apply for licensure and take the licensure exam.

## **Master’s Degree in Counseling and Development**

The Master’s Degree in Counseling and Development requires the successful completion of a comprehensive 45-semester-hour program of study. Students interested in pursuing a degree in Counseling and Development can secure an up-to-date degree plan from the Department of Educational Leadership, in the Education Building, by writing to the Department of Educational Leadership, P.O. Box 10034, Lamar University, Beaumont, Texas 77710, or by consulting the web page.

## **Certification In Counseling and Development**

### **Professional School Counselor’s Certificate**

A student who completes requirements for a Master of Education degree in Counseling and Development will have fulfilled all curriculum requirements for a Professional School Counselor’s Certificate.

Students already holding a master’s degree from an accredited university may enter the “Certification Only” program by making application in the office of the Department of Educational Leadership and providing an official transcript of all applicable graduate work. Once admitted, students will be assigned an advisor who will develop a certification plan for the student.

After completion of the certification plan the student must take and pass the TExES examination and apply for the certificate at the Office of Professional Services in the Education Building. Prerequisites for the certificate include Texas teacher certification and three years of acceptable classroom teaching experience. Approval to take the TExES is normally granted in the last semester of student’s course work.

## **Licensed Professional Counselor (LPC)**

The Texas State Board of Examiners of Professional Counselors regulates licensing requirements for counselors to render services in the state of Texas through private practice, group practice, institutions, organizations and similar types of arrangements. This Board requires a master's degree and 48 hours of coursework that is primarily counseling or counseling related coursework. Students who need additional information or wish to complete academic work toward licensure as a Licensed Professional Counselor (LPC) should see the Counseling and Development faculty in the Department of Educational Leadership or contact the Texas State Board of Examiners of Professional Counselors in Austin, Texas.

## **Master's Degree in Educational Administration**

The Master's degree in Educational Administration requires successful completion of a 36 semester hour program of study. Certification as a Principal requires 36 hours of prescribed course work.

## **Doctor of Education in Educational Leadership (Ed.D.)**

The Ed.D in Educational Leadership, with concentrations in Effective Schooling and Diversity and Multiculturalism, is designed for scholar/practitioners who desire to create positive lasting change in schools and organizations. The Ed.D. prepares educators for advanced professional responsibility, leadership and accountability for effective schooling in diverse school and learning communities. This includes creating a transforming school culture to accomplish lasting school reform; putting into practice standards-based curriculum and performance-based assessment to produce higher achievement for all students; and creating and utilizing research-based data to enhance decision making.

### **Degree Requirements**

The Ed.D. requires the completion of 60 semester hours: 24 hours of core courses, 12 hours in research, 12 hours in dissertation, and 12 hours in the concentration(s) and electives. All coursework, including successful defense of the dissertation, must be completed within ten years.

### **Admission Considerations**

Applicants should request an application packet and submit all necessary documents and transcripts by the end of January for admission to the next cohort, which begins in the fall semester of each academic year. Prospective students should contact the doctoral program office for a current application at 409-880-8676 or by emailing [sandra.harris@lamar.edu](mailto:sandra.harris@lamar.edu).

The Doctoral Selection Committee considers all applicants and makes recommendations regarding acceptance. Entrance into the program is competitive. Interviews with candidates under consideration for admission are scheduled in the Spring semester. Applicants should submit the following information for admission consideration:

- 1) Evidence of a completed master's degree from an accredited university in an area related to the proposed studies, with a minimum grade point average of 3.5 on a 4.0 scale for courses applied toward a master's degree.
- 2) Undergraduate transcript with GPA

- 3) Graduate Record Examination scores
- 4) Commitment and demonstration of interest in education as a career and to the advancement of education through professional leadership. This is evidenced by the submission of an essay of approximately 500 words on the applicant's background, professional career goals, and reason for pursuing a doctoral degree.
- 5) Students should be currently or previously involved in and have educational leadership experience encompassing a number of settings, including schools, colleges and universities, health and human service agencies, and communitybased organizations.
- 6) Three (3) professional references

## **Principal Certification**

A student who completes requirements for a Master of Education degree in Educational Administration will have fulfilled the hours required for a Principal certificate. The student's degree plan will include any additional courses required for certification.

Students already holding a Master's Degree from an accredited university may enter the "Certification Only" program for Principal Certification by making application in the Graduate College and office of the Department of Education Leadership and providing an official transcript of all applicable graduate work. Once admitted, students will be assigned an advisor who will develop a certification plan, which depending on age of coursework, will require a minimum of 21 hours with additional hours required as appropriate.

To receive the Principal certificate, a student must complete all course requirements, hold a valid Texas Teacher certificate, have two years of classroom teaching experience, take and pass the TExES examination, and apply for the certificate at the Office of Professional Services in the Education Building. Students normally register for the TExES in their last semester of course work.

## **Professional Superintendent Certificate**

Prerequisites for the Professional Superintendent Certificate include a Master's degree and Professional Mid-Management Administrator or Principal certification. Students who meet these prerequisites and wish to seek certification as a school superintendent should apply to the Department of Educational Leadership. Admissions may be limited. Applicants are expected to meet the GPA and GRE requirements for admission to the Graduate School for graduate work. Upon completion of the application and receipt of an official transcript of graduate work an advisor will be assigned to develop a certification plan for the student. Students meeting the prerequisites can usually obtain certification as a superintendent by completing twelve semester hours plus a year-long internship of six hours. After completion of the certification plan the student must take and pass the TExES examination and apply for the certificate at the Office of Professional Services in the Education Building. Students normally register for the TExES in their last semester of course work.

## Master's Degrees in Supervision and Educational Technology Leadership

Students interested in pursuing these master's degrees can secure an up-to-date degree plan from the Department of Educational Leadership in the Education Building or request a copy by writing to the Department of Educational Leadership, P.O. Box 10034, Lamar University, Beaumont, Texas 77710, or by consulting the department web page.

## Teaching Certification in Technology Applications

Twelve to fifteen hours are required for individuals already holding a teaching credential. Those holding a baccalaureate degree and desiring admissions should contact the department for advisement.

### Graduate Faculty

Professor Elvis Arterbury  
Educational Leadership  
Associate Professor Janiece Buck  
Educational Leadership  
Associate Professor Patti Buxton  
Counseling and Development  
Associate Professor Carolyn Crawford  
Counseling and Development  
Associate Professor William R. Holmes  
Counseling and Development  
Professor Sandy Harris  
Educational Leadership

Professor Jane Irons  
Educational Leadership  
Associate Professor Desmond Rice  
Educational Technology  
Professor Bob Thompson  
Educational Leadership  
Associate Professor Curtis E. Wills  
Counseling and Development  
Associate Professor Paula Nichols  
Educational Technology

## Counseling and Development Courses (CNDV)

5301	<b>Human Growth and Development</b> A study of normal human development and the stages of physical intellectual, social and emotional growth from prenatal origins through old age.	3:3:0
5310	<b>Individual and Group Facilitation Skills</b> An introduction of facilitation skills and theory. In-depth analysis and demonstration of various facilitation techniques for use with both individuals and groups. (This is a pre-practicum course.) <i>Prerequisite: CNDV 5311 or CNDV 5312 or permission of instructor.</i>	3:3:0
5311	<b>Individual Counseling Theories and Techniques</b> Theories of individual counseling with an emphasis on techniques and applications.	3:3:0
5312	<b>Group Counseling Theories and Techniques</b> An analysis of group counseling theories, processes and techniques. <i>Prerequisite: CNDV 5311 or permission of instructor.</i>	3:3:0
5320	<b>Cross Cultural Counseling</b> Studies in human diversity and cultural issues. Identifies the implications for counseling and learning and strategies for cross cultural effectiveness in various settings.	3:3:0
5321	<b>Test Administration and Interpretation</b> Theoretical and practical study emphasizing the administration, scoring and basic interpretation of individual psychological tests. Students will be trained to administer the Wechsler tests, the Stanford-Binet or other individual assessment instruments. <i>Prerequisites: EDDL 5334, CNDV 5334, or permission of instructor.</i>	3:3:0
5322	<b>Professionalism, Ethics and the Law</b> An overview of the profession with an emphasis on legal issues, ethical principles and professional standards of conduct in the area of counseling.	3:3:0

<b>5323</b>	<b>Career Development</b> A focus on theories of vocational choice, vocational assessment, sources of occupational and educational information and the career decision process. <i>Prerequisites: CNDV 5301 or permission of instructor.</i>	<b>3:3:0</b>
<b>5330</b>	<b>Developmental Guidance and Counseling</b> Designed to advance the professional competence of the counselor, the course is a study of the design and management of a comprehensive developmental guidance program. Emphasis is placed on the planning and implementation of a guidance curriculum appropriate for the needs of school age children and youth.	<b>3:3:0</b>
<b>5334</b>	<b>Measurement and Assessment</b> Provides an understanding of individual and group approaches to assessment and evaluation to include basic statistical concepts; standardized and nonstandardized testing; strategies for selecting, administering and interpreting assessment; and evaluation instruments in educational and counseling settings.	<b>3:3:0</b>
<b>5350</b>	<b>Abnormal Human Behavior</b> A study of various symptom categories in psychopathology. The course will include an analysis of the diagnostic categories as well as the research concerning etiology and treatment. <i>Prerequisites: Approval of instructor and 18 semester hours of CNDV coursework.</i>	<b>3:3:0</b>
<b>5351</b>	<b>Consultation</b> This course has an emphasis on developing consultation skills for the counselor. Methods and techniques to assist the counselor in implementing appropriate consultation skills for problem management, intervention or prevention. <i>Prerequisite: EDLD 5301.</i>	<b>3:3:0</b>
<b>5380</b>	<b>Seminar in Counseling and Development</b> Designed to advance the professional competence of participants. For each seminar, a description of the particular area of study will be indicated. May be repeated for credit when nature of seminar differs sufficiently from one previously taken. <i>Prerequisites: CNDV 5311 or approval of instructor.</i>	<b>3:3:0</b>
<b>5381</b>	<b>Advanced Seminar in Social and Family Relations</b> An intensive exploration of the dynamics of interpersonal relationships, including family and social issues. A critical analysis of various techniques and approaches will be established. Development of personal counseling skills will be of major concern. <i>Prerequisites: CNDV 5322, CNDV 5311.</i>	<b>3:3:0</b>
<b>5382</b>	<b>Selected Instruction Topics</b> Significant topics in Counseling and Development. The description of the particular area of study will appear on the printed schedules of Lamar University each semester. With permission of advisor in student's major field, course may be repeated when topic varies.	<b>3:3:0</b>
<b>5390/5391</b>	<b>School Counseling Practicum</b> A field-based course with supervised observation and practice of guidance and counseling in a school setting during the school day. <i>Prerequisite: Must be within 6 semester hours (excluding practicum) of completing program requirements before beginning internship. A maximum of one additional course may be taken any semester in which a student is enrolled in a practicum.</i>	<b>3:3:0</b>
<b>5392/5393</b>	<b>Community Counseling Practicum</b> A field-based course of supervised observation and practice of guidance and counseling in an agency setting. <i>Prerequisite: Must be within 6 semester hours (excluding practicum) of completing program requirements before beginning internship. A maximum of one additional course may be taken any semester in which a student is enrolled in a practicum.</i>	<b>3:3:0</b>

## Educational Leadership Courses (EDLD)

<b>5301</b>	<b>Research</b> Introduction to skills and techniques necessary for inferential and descriptive research in education and counseling. Emphasis on planning, designing, and methodology leading to a research proposal.	<b>3:3:0</b>
<b>5306</b>	<b>Concepts of Educational Technology</b> The course provides a functional knowledge of educational computing and technology on topics such as internet access, acceptable use policies, ethics, technology and the curriculum, multimedia overview and related topics. The course is a prerequisite to all other technology courses.	<b>3:3:0</b>
<b>5311</b>	<b>Fundamentals of Leadership</b> A study of the relationships between and among human behavior, belief systems and administrative style.	<b>3:3:0</b>

<b>5312*</b>	<b>Diverse Learners</b>	<b>3:3:0</b>
	This course enhances educators' ability to develop instructional programs for students with diverse learning needs and to assess and support these students. Special emphasis is given to special education, English language learners and economically disadvantaged students.	
<b>5326</b>	<b>School-Community Relations</b>	<b>3:3:0</b>
	Developing personal and mass media communication skills with emphasis on improving school-community relationships through effective communication techniques. <i>Prerequisites: EDDL 5311, EDDL 5339 and admission to the program.</i>	
<b>5333</b>	<b>Leadership for Accountability</b>	<b>3:3:0</b>
	A study of short and long-range planning and problem solving techniques of effective school leaders. Special emphasis will be given to applications in an individual campus and the relationship to district planning processes.	
<b>5334</b>	<b>Tests, Measurement, and Evaluation</b>	<b>3:3:0</b>
	Analysis and evaluation of types of tests and measurement devices will be conducted. Methods of determining the reliability and validity of tests are investigated. Designs for testing programs and selection of appropriate tests will be included. Evaluation systems of individuals and programs will be discussed.	
<b>5335*</b>	<b>Schools as Learning Communities</b>	<b>3:3:0</b>
	This course provides a basic understanding of the strengths and structure of learning communities with a focus on facilitation skills, team building and mentory..	
<b>5335</b>	<b>Curriculum Management</b>	<b>3:3:0</b>
	Models of curriculum development and evaluation with particular emphasis on the management of these functions. <i>Prerequisites: EDDL 5311, EDDL 5352 and admission to the program.</i>	
<b>5339</b>	<b>Organizational and Management Issues</b>	<b>3:3:0</b>
	Study of school as an organization and how individuals behave in organizations. Students will assess and compare their own personal competencies to the administrative needs of a selected school. Management issues include: operations, resources, facilities, and safety. <i>Prerequisite: EDDL 5311</i>	
<b>5342</b>	<b>School Finance</b>	<b>3:3:0</b>
	Analysis of principles of school finance to include problems of budgeting, accounting, and administration of funds. <i>Prerequisites: EDDL 5311, EDDL 5339 and admission to the program.</i>	
<b>5343</b>	<b>Educational Facilities Planning</b>	<b>3:3:0</b>
	Evaluation and administration of school facilities and the relationship of facilities to the achievement of educational objectives.	
<b>5344</b>	<b>School Law</b>	<b>3:3:0</b>
	Interpretation and implementation of school law including a study of the Texas Education Code and the Handbook for Public School Law. <i>Prerequisites: EDDL 5311, EDDL 5339.</i>	
<b>5345</b>	<b>Human Resource Development</b>	<b>3:3:0</b>
	Fundamentals of human relations and organizational behavior in developing programs of recruitment, selection, assignment, evaluation, promotion and termination of personnel. Prerequisites: EDDL 5311, EDDL 5339 and admission to the program.	
<b>5352</b>	<b>Instructional Leadership</b>	<b>3:3:0</b>
	Techniques of improving instruction through application of research on effective schools and models of instruction.	
<b>5353*</b>	<b>The Instructional Leader</b>	<b>3:3:0</b>
	The role of the principal as the leader of learning. Topics include curriculum and instruction, supervision, adult learning, teacher evaluation and professional development.	
<b>5354</b>	<b>Team Facilitation</b>	<b>3:3:0</b>
	Role of peers in school evaluation and improvement initiatives. Emphasis on team approaches, team leadership, and models to improve group processes. <i>Prerequisite: Advisor's approval.</i>	
<b>5356</b>	<b>Educator Evaluation</b>	<b>3:3:0</b>
	Study of techniques of effective educator evaluations with emphasis on appraisal as a component of professional development. All requirements for PDAS training are included as are requirements for other administrative assessments. <i>Prerequisites: EDDL 5352.</i>	

- 5361 Distance Learning/Telecommunications** **3:3:0**  
 Study of distance learning methodologies and the implementation and application of current and emerging tele-communications for teaching and learning.  
*Prerequisite: EDDL 5306. (approval pending)*
- 5362 Informational Systems Management** **3:3:0**  
 Overview of information technology (IT) core concepts, management, and IT operations as they relate to information systems management (ISM). Research, review, and discussion of the interrelations between emerging technology, old technologies, the organization, and their IT management. Review of current trends in IT: networking, E-Business, intranets, extranets, firewalls, computing security, chip advancements, software engineering, and emerging technologies and organizational trends in ISM.  
*Prerequisite: EDDL 5306.*
- 5363 Multimedia and Video Technology** **3:3:0**  
 Introduction to video design and production in the education area involving the use of hardware, software and conversion tools. Principles of multimedia design and production including the tools for presentation of instruction.  
*Prerequisite: EDDL 5306.*
- 5364 Teaching with Technology** **3:3:0**  
 This course focuses on the design, development, and integration of educational technology for teaching, learning, and personal productivity, including access networks, intranets/internet.  
*Prerequisite: EDDL 5306.*
- 5365 Web Mastering**  
 Overview of the principles of web mastering that includes web design and roles and behaviors associated with the position of webmaster including design, copyright, legal issues, security, and maintenance of web sites.  
*Prerequisite: EDDL 5306.*
- 5366 Digital Graphics and Desktop Publishing**  
 This course provides an overview of computer generated graphics and animations along with the design and development of electronic documents and printbased page layout.  
*Prerequisite: EDDL 5306.*
- 5367 Cognition and Instruction** **3:3:0**  
 Overview of the study of cognition, learning theories, psychology of learning, and related research that is most significant for the learning and instruction processes. An introduction to the relationship and the impact of human cognition on the design of instruction, and the employment of current technologies to construct cognitive learning tools.
- 5368 Instructional Design** **3:3:0**  
 Research and theory about instructional strategies and the process for developing and implementation of those strategies. An analysis of learning needs and goals and the development of a delivery system to meet those needs.
- 5369 Human Computer Interaction (HCI)** **3:3:0**  
 Study of the computer interface design that considers human capabilities, possibilities, limitations, and psycho-educational implications of complex human-computer interactions. A course focused on research topics and applications in the HCI field and requiring an HCI research project.
- 5371 The School Superintendent** **3:3:0**  
 Role and responsibilities of the superintendent as chief administrative officer of the district.  
*Prerequisite: Certification in Mid-Management and admission to the program.*
- 5381 Independent Study** **3:3:0**  
 Supervised investigation into special areas of education under the direction of a graduate faculty member. May be repeated for credit when topic of investigation varies.  
*Prerequisite: Consent of department chair.*
- 5387 Seminar in School Administration** **3:3:0**  
 Study of concepts and principles of school administration as applied to selected topics. Special attention will be given to new and developing programs and to administrators' roles in these programs.  
*Prerequisites: Permission of instructor/admission to program.*
- 5388 Selected Instructional Topics** **3-6:3:0**  
 Study of significant topics related to administration and supervision of schools. The description of the particular area of study will appear on the printed schedules of Lamar University each semester. Contact hours are the same as those required by a formal instructional course. With permission of advisor in the student's major field, course may be repeated when topic varies.  
*Prerequisites: Permission of advisor.*
- 5395 Internship in Educational Technology Leadership** **3:3:0**  
 Provides opportunities for hands-on, field based experience in applying technology leadership skills and knowledge. Provide structured opportunities in a supervised situation to complement and enhance academic preparation.

<b>5396</b>	<b>Internship in Administration</b> Designed to develop administrator proficiencies and skills specific to a job title under the joint supervision of a school administrator and faculty of Lamar University.	<b>3:3:0</b>
<b>5397</b>	<b>Internship for Supervision</b> Designed to give the prospective supervisor job-related experience under the joint supervision of a school district supervisor and faculty of Lamar University. <i>Prerequisite: Must have completed all courses in the major and be within 3 semester hours (excluding internship) of completing certification requirements.</i>	<b>3:A:0</b>
<b>5398</b>	<b>Internship for School Principal</b> Designed to give the prospective principal or middle level administrator job-related experience under the joint supervision of a school administrator and faculty of Lamar University. Management issues include: operations resources, facilities, and safety. Study of the administrative proficiencies necessary in the organization and administration of an effective school. Should be the last course taken. May be repeated once for credit. <i>Prerequisites: Master's Degree in Educational Administration and within 3 semester hours (excluding internship) of completing principal certification.</i>	<b>3:3:0</b>
<b>5399</b>	<b>Internship for School Superintendent</b> Designed to give the prospective superintendent job-related experience under the joint supervision of a school superintendent and faculty of Lamar University. Must be completed in consecutive semesters (Fall & Spring) in the same academic year. <i>Prerequisites: Certification in Mid-Management or Principal and within 6 semester hours (excluding internship) of completing superintendency certification. A maximum of one additional course may be taken in any semester in which a student is enrolled in an internship.</i>	<b>6:A:0</b>

\* Pending approval by the Texas Higher Education Coordinating Board

## Doctoral Courses (EDUD)

<b>6301</b>	<b>Teaching and Learning Theory and Practice</b> Application of principles of learning to create a learner-centered, constructivist environment to support high academic achievement in multiculturally diverse populations.	<b>3:3:0</b>
<b>6302</b>	<b>Leadership Theories, Ethics and Values</b> Foundations of educational philosophy, leadership theories, and the functions and ethics of leadership in application to building learning communities in schools.	<b>3:3:0</b>
<b>6303*</b>	<b>Cultural Influences on American Education</b> Social justice issues reflected in cultural and societal patterns affecting the American educational system examined through an analysis of American educational history, multicultural and critical pedagogy and contextualized in terms of equitable leadership for today.	<b>3:3:0</b>
<b>6304</b>	<b>Accountability and Standards</b> The application of evaluation, accountability, and standards to improve the efficiency and effectiveness of the classroom, the campus, and the system.	<b>3:3:0</b>
<b>6305</b>	<b>Creativity and Change</b> Exploration of the role of creativity and change in promoting continuous school improvement and in modifying educational practice to result in innovative outcomes.	<b>3:3:0</b>
<b>6306</b>	<b>Dynamics of Leadership</b> The study of leadership theory as it applies to the school setting and extends into the community.	<b>3:3:0</b>
<b>6307</b>	<b>Educational Policy</b> The theory and practice of policy making and the political influences brought to bear on policy issues in education.	<b>3:3:0</b>
<b>6315</b>	<b>Directed Action-Research Field-Based Internship 1</b> The completion of an action research project that addresses an approved topic or school-based project.	<b>3:3:0</b>
<b>6350</b>	<b>Applied Research</b> A review of research methods related to informed decision-making addressing school problems/issues. Application of these principles to a current school-based problem is required.	<b>3:3:0</b>
<b>6351</b>	<b>Quantitative Research</b> Application and review of descriptive and inferential statistics, selection of research topics and hypothesis testing.	<b>3:3:0</b>
<b>6352</b>	<b>Qualitative Research</b> Exploration of naturalistic observation, archival research, ethnographic studies, case studies, and surveys. A field study will be conducted for application.	<b>3:3:0</b>

<b>6353*</b>	<b>Synthesis Seminar</b> Completion of a student proficiency assessment comprised of a portfolio, synthesis paper and oral presentation. Successful completion is required to apply for candidacy. Note: Must be taken concurrently with Dissertation I - Proposal Writing	<b>3:3:0</b>
<b>6360*</b>	<b>Dissertation I -Proposal Writing</b> <b>Dissertation II - Proposal Defense</b> Successful completion required for advancement to candidacy <b>Dissertation III</b> <b>Dissertation IV</b> <i>Prerequisite: Approval of Doctoral Director</i> <i>Note: Students must maintain continuous enrollment from the time of advancement to candidacy and register for at least 3 credit hours each semester until successful dissertation defense, not to exceed 3 years of advancement to candidacy. Maximum number of dissertation credit hours is 12.</i>	<b>3:3:0</b>

## Concentration and Elective Courses

<b>6311 *</b>	<b>Adult Learners in the Learning Organization</b> Study of effective professional development standards and methods, adult learning models and the connections between staff development and student learning in PK - 16.	<b>3:3:0</b>
<b>6312*</b>	<b>Relationships for Leadership in a Multicultural Environment</b> Study of theoretical foundations of relationships, communication, and group behavior and dynamics applied to the learning centered culture and climate.	<b>3:3:0</b>
<b>6313*</b>	<b>Seminar: Contemporary Issues</b> Examination of current trends, emerging issues, and research-based practices in education organized around broad themes to complement doctoral course requirements. May be repeated for credit when the topic varies.	<b>3:3:0</b>
<b>6316*</b>	<b>Directed Action Research Field-Based Internship II</b> Completion of internship and action research project that engages in scholarship activities within an organizational setting to improve individual practice, the practice of an identified group, and/or the practices within the organization conducted under the guidance of a mentor.	<b>3:3:0</b>
<b>6318*</b>	<b>Special Topic</b> Study of significant topics in educational leadership which complement doctoral course requirements. May be repeated for credit when the topic varies.	<b>3:3:0</b>
<b>6319*</b>	<b>Independent Study</b> Supervised investigation into special areas of education under the direction of a graduate faculty member. May be repeated for credit when topic of investigation varies. Prerequisite: Consent of doctoral director.	<b>3:3:0</b>
<b>6321 *</b>	<b>Leading Educational Programs for Special Populations</b> Examination of the backgrounds and special needs of diverse learners and how background and special needs influence interaction with educational practices and learning environments.	<b>3:3:0</b>
<b>6322*</b>	<b>Trends and Issues in Multicultural Education</b> Examination of current trends, emerging issues, and research-based practices in multicultural education. May be repeated for credit when the topic varies.	<b>3:3:0</b>
<b>6323*</b>	<b>Psychological Frameworks for Education</b> Analysis of learner-centered framework for addressing social and emotional needs of today's diverse student population. Strategies for integrating unique needs within a psychological framework to design guidelines for appropriate curriculum and instruction are developed with an emphasis on resiliency and brain-based research.	<b>3:3:0</b>
<b>6324</b>	<b>Diversity and Learning Issues</b> Study of current knowledge and research related to diversity and of best practices in teaching in diverse classrooms and schools to develop environments for success.	<b>3-3-0</b>

*\*Pending approval by the Texas Higher Education Coordinating Board*

## Department of Professional Pedagogy

**Department Chair: Dr. Vicky Farrow**

**202 Education Building  
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### Graduate Coordinators

**Teacher Leadership**  
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## Graduate Faculty

Associate Professor Dario Almarza  
Professional Pedagogy

Associate Professor Nancy Carlson  
Special Education

Associate Professor Vicky Farrow  
Educational Psychology

Associate Professor Fara Goulas  
Special Education

Associate Professor Mohammad K. Hamza  
Educational Psychology

Associate Professor Lula Henry  
Professional Pedagogy

Professor Andrea Karlin  
Reading

Assistant Professor Sandra Richardson  
Mathematics and Professional  
Pedagogy

Associate Professor Christina Rios  
Professional Pedagogy

Professor Dorothy Sisk  
Gifted and Talented

Associate Professor MaryE Wilkinson  
Mathematics and Professional  
Pedagogy

The Department of Professional Pedagogy offers programs leading to the Master of Education (M.Ed.) degree in Teacher Leadership, Elementary Education, Secondary Education, and Special Education. In addition, the Department offers course work leading to two different Professional Certificates. It is the goal of the Master of Education and the Professional Certificate programs to provide the academic climate and practical experience necessary to produce teachers and other specialists of superior competence in their chosen areas of specialization.

Students who wish to pursue a Master of Education and/or a Professional Certificate should contact the Graduate Coordinator well before the beginning of the semester in which they plan to enroll.

## Master of Education (M.Ed.)

### General Requirements

To be accepted into a program leading to a Master's Degree in Education the student must:

1. Fulfill the general requirements for admission and the general degree requirements as stated elsewhere in this bulletin.
2. Meet the undergraduate prerequisites appropriate to the chosen program of study. These requirements include:
  - A. The applicant in elementary education must have completed 18 semester hours in education, including 6 semester hours in elementary education methods and materials courses.
  - B. The applicant in secondary education must have completed a minimum of 18 semester hours in education. At least 12 of the 18 hours must be at the 3000 level or higher.
  - C. The applicant in special education must have completed a minimum of 18 semester hours in education. At least 12 of the 18 hours must be at the 3000 level or higher.
3. The student may elect to write a thesis or complete an action research project. The student is required to complete a minimum of 30 hours plus the thesis or research project.
4. Students who complete a master's degree plan that does not require a thesis or research project must earn a minimum of 36 hours of graduate credit and are required to pass a written comprehensive examination administered during the last semester of attendance.

### Step-by-Step Procedure\*

1. Apply for Admission to the Graduate College of Lamar University.
  - A. Obtain application packet from the Graduate Admissions Office in Room 118 of the Wimberly Building or call (409) 880-8356.
  - B. Take the Graduate Record Examination and have scores sent to: Graduate Admissions, Lamar University, P.O. Box 10078, Beaumont, Texas 77710.
  - C. Have all transcripts sent to Graduate Admissions as in B above.
2. Meet with Graduate Coordinator to develop a degree plan. **NOTE:** No deviations from the degree plan will be permitted without written permission of the Graduate Coordinator.
3. In consultation with the Graduate Coordinator, select members of graduate committee. (The program advisor will chair this committee.)
4. Complete at least 12 hours of graduate-level course work in the department and apply for Admission to Candidacy. **NOTE:** Students must be admitted to candidacy before beginning their last nine hours of course work.
5. Complete remaining course work.
6. Complete requirements for graduation
  - A. Apply for graduation in the Graduate College office (219 Wimberly).
  - B. Defend thesis/research project.
7. Graduate

\* For step-by-step procedures for the M.Ed. in Teacher Leadership, go to the following website: [www.academicpartnership.com/lamar/edu-getstarted.asp](http://www.academicpartnership.com/lamar/edu-getstarted.asp).

## M.Ed. in Teacher Leadership

The M.Ed. in Teacher Leadership is a non-thesis Master's Degree program designed to develop instructional leaders who can carry out a vision of learning to include designing curriculum, implementing research-based instructional strategies, motivating students, using assessment for learning, and engaging the community to support learning. The program consists of twelve courses offered in a five-week distance learning format. The program can be completed in 18 months of continuous enrollment. More information about this program can be found on the Lamar University website: [www.academicpartnership.com/lamar](http://www.academicpartnership.com/lamar).

The coursework consists of the following:

1. **Professional Core.** 15 semester hours are required:
  - PEDG 5326 School-Community Relations
  - PEDG 5310 Research for Teachers
  - PEDG 5367 Diverse Learners
  - PEDG 5344 School Law for Teachers
  - PEDG 5327 Schools as Learning Communities
2. **Academic Support Courses.** 12 semester hours must be selected from the following courses:
  - PEDG 5369 Cognition and Instruction
  - PEDG 5370 Public School Curriculum
  - PEDG 5371 Creative Instructional Strategies
  - PEDG 5366 Modification of Curriculum and Instruction for the Atypical Learner
  - PEDG 5372 Using Assessment Data to Guide Instructional Decisions
  - PEDG 5373 Student Expectations & Motivation
  - PEDG 5376 Practicing Teacher Leadership\*

*\*Pending approval by the Texas Higher Education Coordinating Board*

## M.Ed. in Elementary Education

To meet individual needs, considerable flexibility is allowed in planning the student's program; however, the usual pattern of course work is as follows:

1. **Professional Core.** 18 semester hours are required:
  - PEDG 5310 Research for Teachers
  - PEDG 5320 Research/Current Issues in Education
  - PEDG 5370 The Public School Curriculum
  - PEDG 5334 Tests, Measurements, and Evaluation
  - PEDG 5350 The Learning Process
  - PEDG 5344 School Law
2. **Academic Support Courses.** 12 semester hours must be selected from the following courses or from an area of specialization:
  - PEDG 5367 Diversity/Multi-Culturalism
  - PEDG 5387 Teaching Reading in the Elementary School
  - PEDG 5389 Diagnostic/Prescriptive Procedures in Reading
  - PEDG 5356 The Gifted Learner
  - PEDG 5366 Modification of Curriculum and Instruction for the Atypical Learner

3. **Thesis or Research Project or six additional semester hours of academic support courses approved by advisor** (six semester hours)

PEDG 5390/5391 Thesis or Research Project

Must be completed as a six-hour block. Enrollment contingent on approval of advisor. The research can be content-centered (secondary or elementary levels) or primarily pedagogical in nature.

## M.Ed. in Secondary Education

To meet individual needs, considerable flexibility is allowed in developing the student's plan; however, the usual pattern of course work is as follows:

1. **Professional Core.** 18 semester hours are required:  
 PEDG 5310 Research for Teachers  
 PEDG 5320 Research/Current Issues in Education  
 PEDG 5370 The Public School Curriculum  
 PEDG 5334 Tests, Measurement, and Evaluation  
 PEDG 5350 The Learning Process  
 PEDG 5344 School Law

2. **Academic Content Discipline.** 12 semester hours of graduate work must be completed in one of the approved disciplines. Specific courses will be determined by the program advisor. Specialization areas are available in the following disciplines:

Biology	Mathematics
Chemistry	Physics
English	Political Science
Earth Science	Reading
History	Speech
Kinesiology	

3. **Thesis or Research Project or six additional semester hours of academic support courses approved by advisor** (six semester hours)

PEDG 5390/5391 Thesis or Research Project

Must be completed as a six-hour block. Enrollment contingent on approval of advisor. The research can be content-centered (secondary or elementary levels) or primarily pedagogical in nature.

## M.Ed. in Special Education

To meet individual needs, some flexibility is allowed in planning the student's program; however, the usual pattern of course work is indicated below. If a student desires, he/she may complete requirements for a standard five-year renewable Certificate as an Educational Diagnostician. In addition, the student may complete requirements for a Certificate in Special Education-Generic as part of the degree plan. This degree, if the student is pursuing one of the described certifications, is planned as a 36 semester hour non-thesis program. A student not seeking a certificate within the degree hours may complete a degree with a minimum of 30 semester hours plus a thesis.

The student should secure information concerning requirements for certification from the Graduate Coordinator. General information concerning Professional Certificates is presented in another portion of the College of Education and Human Development section of this bulletin.

**A. M.Ed. in Special Education Generic Certification**

**1. Professional Development Area.** 9 semester hours are required:

- PEDG 5310 Research for Teachers
- PEDG 5320 Research/Current Issues in Education
- PEDG 5340 Normal Human Growth and Development
- PEDG 5350 The Learning Process

**2. Resource Area.** 12 semester hours are required:

- PEDG 5334 Tests, Measurement, and Evaluation (Req)
- PEDG 5361 Survey of Learning Potentials of Exceptional Children (Req)
- PEDG 5375 Content Area Reading
- PEDG 5388 Reading/Language Arts for the Exceptional Learner

**3. Specialization Area.** 15 semester hours are required:

- PEDG 5362 Psychoeducational Evaluation of Exceptional Children
- PEDG 5363 Practicum in Psychoeducational Procedures
- PEDG 5364 Behavior Modification and Contingency Management of Disabled Learners
- PEDG 5365 Instructional Processes with Exceptional Children
- PEDG 5366 Modification of Curriculum and Instruction for the Atypical Learner

**B. M.Ed. in Special Education Educational Diagnostician Certification**

**1. Professional Development Area.** 9 semester hours are required:

- PEDG 5310 Research for Teachers
- PEDG 5340 Normal Human Growth and Development
- PEDG 5350 The Learning Process

**2. Resource Area.** 12 semester hours are required:

- PEDG 5334 Tests, Measurement, and Evaluation (Req)
- PEDG 5321 Counseling and Development
- PEDG 5361 Survey of Learning Potentials of Exceptional Children (Req)
- PEDG 5388 Reading/Language Arts for the Exceptional Learner
- PEDG 5375 Content Area Reading

**3. Specialization Area.** 15 semester hours are required:

- PEDG 5362 Psychoeducational Evaluation of Exceptional Children
- PEDG 5363 Practicum in Psychoeducational Procedures
- PEDG 5364 Behavior Modification and Contingency Management of Disabled Learners
- PEDG 5365 Instructional Processes with Disabled Children
- PEDG 5366 Modification of Curriculum and Instruction for the Atypical Learner

## General Information Concerning Professional Certificates

The Professional Certificate is a standard five-year renewable certificate, and gives the holder legal authority to perform duties in the public schools of Texas in the specialized areas designated on the face of the certificate. It is the responsibility of the student to

initiate the process of applying for certification by contacting the College Certification Officer.

## Professional Pedagogy Courses (PEDG)

<b>5102</b>	<b>Mentoring and Leadership</b>	<b>3:3:0</b>
	This course is a cognitive coaching model that is used to mentor beginning teachers through the TxBESS performance standards framework. The framework correlates to the PDAS (Professional Development Assessment System) used as teacher evaluation by the majority of districts in the state.	
<b>5310</b>	<b>Research for Teachers</b>	<b>3:3:0</b>
	This course introduces teachers to the design, methodologies and techniques necessary to understand educational research and to use "scientifically based research" in making informed decisions that can positively impact student achievement. An emphasis is placed on action research.	
<b>5311</b>	<b>Individual Study in Education</b>	<b>3:A:0</b>
	Supervised investigation into special areas of education under the direction of a graduate faculty member. May be repeated for credit when topic of investigation differs. <i>Prerequisite: Consent of department head.</i>	
<b>5320</b>	<b>Research/Current Issues in Education</b>	<b>3:3:0</b>
	Implications of research findings for school practices. Current influences and trends affecting education.	
<b>5326</b>	<b>School-Community Relations</b>	<b>3:3:0</b>
	The course provides a foundation for developing relationships with stakeholders within the school community, students, faculty, parents and the community at large for the expressed goal of supporting student learning. A fundamental purpose of the course is to understand and implement strategies to develop essential partnerships between schools and the larger community to foster student learning and achievement.	
<b>5327</b>	<b>Schools as Learning Communities</b>	<b>3:3:0</b>
	This course provides educators a basic understanding of the strengths and structure of learning communities with a focus on developing a culture of change and improvement for student learning.	
<b>5330</b>	<b>Effective Teaching</b>	<b>3:3:0</b>
	The course is designed for Post-Baccalaureate students to receive in depth study of elementary and secondary classroom practices. <i>Prerequisite: PEDG 5385, 5387</i>	
<b>5334</b>	<b>Tests, Measurement and Evaluation</b>	<b>3:3:0</b>
	Analysis and evaluation types of tests and measurement devices will be conducted. Methods of determining the reliability and validity of tests are investigated. Designs for testing programs and selection of appropriate test will be included. Evaluation systems of individuals and programs will be discussed.	
<b>5340</b>	<b>Normal Human Growth and Development</b>	<b>3:3:0</b>
	A study of development and nature of the human personality. Emphasis on recent psychological and biological experiments.	
<b>5344</b>	<b>School Law for Teachers</b>	<b>3:3:0</b>
	This course provides teachers a foundation to understand the legal, ethical and policy dimensions of education. Special emphasis is given to the interpretation of case law, Texas Education Code, and federal and state statutes.	
<b>5345</b>	<b>Instruction Design and Assessment of Academic Achievement</b>	<b>3:3:0</b>
	The structure and organization of the curriculum, materials and methods used and types of evaluation in K-12 classrooms. <i>Prerequisite: PEDG 5330</i>	
<b>5350</b>	<b>The Learning Process</b>	<b>3:3:0</b>
	History and systems of learning which have application to the classroom. Current theories and research in pedagogy.	
<b>5356</b>	<b>The Gifted Learner</b>	<b>3:3:0</b>
	In-depth study of the characteristics and unique needs of gifted/talented students as they relate to both school and family settings. Understanding of adaptations required for effective instruction of gifted learners.	
<b>5357</b>	<b>Creativity and the Gifted Learner</b>	<b>3:3:0</b>
	Introduction to theoretical constructs related to creative behavior. Emphasis on the development of competence in identifying the student's creative potential through the administration and interpretation of tests of creative behaviors and on strategies for enhancing the learner's creative behavior.	

- 5358 Identification and Assessment of Gifted/Talented Students 3:3:0**  
Theoretical and practical study emphasizing the selection, administration, and interpretation of tests related to identification and curricular planning for gifted and talented students. Attention to state/federal identification mandates and the design of an identification matrix and guidelines for its use in specific educational settings.
- 5359 Gifted and Talented: Curriculum 3:3:0**  
Survey of models of gifted/talented education with attention to the development of appropriate goals and objectives for curriculum differentiation. Understanding of appropriate evaluation criteria at state/district/classroom levels.
- 5360 Practicum in Gifted Education 3:3:0**  
Supervised internship in gifted/talented education providing the intern with an opportunity to demonstrate competence in program planning and instructional delivery in classroom/district settings. May not be taken until all four courses (12 semester hours) are completed.
- 5361 Survey of Learning Potentials of Exceptional Children 3:3:0**  
General survey of the learning potentials of those children deficient in basic integrities which can be categorized into central peripheral nervous system dysfunction and/or behavioral disorder.
- 5362 Psychoeducational Evaluation of Exceptional Children 3:3:0**  
Simulated experiences in the use of formal and informal methods of appraising and communicating pupils' educational status and progress.
- 5363 Practicum in Psychoeducational Procedures 3:3:0**  
Practicum experience in the use of formal and informal instruments in the evaluation of the psychoeducational and social development of children and the utilization of education and clinical data in individual teaching plans. This is the capstone experience of the program. Candidates are expected to have all the prerequisites before taking the practicum.  
*Prerequisite: PEDG 5362; PEDG 5334 or a Test, Measurements & Evaluation Course and CDNV 5321 or an individualized intelligence testing course.*
- 5364 Behavior Modification and Contingency Management of Disabled Learners 3:3:0**  
The description of specific types of learning, the sequence in learning school-related tasks and the competencies to manipulate events to effect desired learning.
- 5365 Instructional Processes with Exceptional Children 3:3:0**  
Competency in developing educational strategies for the remediation, amelioration or compensation of exceptional-ity as it interferes with achievement or adjustment in school.
- 5366 Modification of Curriculum and Instruction for the Atypical Learner 3:3:0**  
This course provides a foundation for the modification of a wide range of educational components such as content knowledge, methods of instruction, and students' learning outcomes through the alteration of materials and programs for a diverse group of learners. Adaptive technologies, differentiated materials and innovative, research-based instructional strategies are explored and applied through practical applications in the K-12 learning environment.
- 5367 Diversity Learners 3:3:0**  
This course enhances teachers' ability to develop instructional programs to assess, instruct and support students with diverse learning needs. Special emphasis is given to special education, English language learners and economically disadvantaged students.
- 5369 Cognition and Instruction 3:3:0**  
This course provides a study of cognition, learning theories and frameworks, the psychology of learning, and related research that is most significant for the learning and instructional process. Special emphasis is placed on the applications of these principles to support high academic achievement of students.
- 5370 The Public School Curriculum 3:3:0**  
This course emphasizes the foundations of curricular and instructional design and introduces teachers to models of curriculum development. Special attention is given to understanding the role of state curriculum standards and district policies in planning curriculum, instruction and assessment.
- 5371 Creative Instructional Strategies 3:3:0**  
This course emphasizes creative multimodal strategies to support teachers across disciplines and subjects. Students develop instructional strategies to challenge high performing and gifted and talented students. Special attention is given to creative expression and to authentic student performance-based work, such as project-based learning and inquiry.
- 5372 Using Assessment Data to Guide Instructional Decisions 3:3:0**  
This course supports teachers as they develop the competencies to utilize formative and summative assessment practices and data to inform and guide curriculum development and instruction. Special emphasis is given to analyzing classroom and school-based assessment results to aid in meeting the needs of diverse learners.

<b>5373</b>	<b>Student Expectations and Motivation</b>	<b>3:3:0</b>
	This course prepares teachers to establish high expectations for all students and to effectively evaluate and implement theories of motivation and cognitive engagement in classroom learning. Emphasis will be placed on different theories of motivation and how classroom, school, work and social environments shape and influence student motivation.	
<b>5375</b>	<b>Content Area Reading</b>	<b>3:3:0</b>
	This course is designed to provide concepts and procedures incorporating reading instructional techniques effectively in the content areas. Emphasis on current teaching practices within the content area classroom. <i>Prerequisite: PEDG 5330</i>	
<b>5376</b>	<b>Practicing Teacher Leadership*</b>	<b>3:3:0</b>
	This is a synthetic course where students will examine what they have studied and learned through the course of the program and reflect on how this new learning will impact their practices in their classrooms and as teacher leaders on their campuses and/or in their districts.	
<b>5381</b>	<b>Science Education: Science Inquiry and the Role of Science Research in the Multicultural Community</b>	<b>3:3:0</b>
	Students will become familiar with the skills necessary to guide inquiry-based learning and the role of a discrepant event in inquiry. Additional focus will be on investigating diverse science research communities to integrate these learning activities into the science curriculum. The course will also explore multiculturalism in science education addressing the diversity of American culture.	
<b>5382</b>	<b>Practicum for Master Science Teachers: Quality Assessment of Science Learning and Science Educational Leadership</b>	<b>3:3:0</b>
	This course will focus on the assessment of science learning and the verification of the competencies in a practicum setting that is required for the Master Science Teacher Certificate, including a field-mentoring project.	
<b>5383</b>	<b>Internship</b>	<b>3:3:0</b>
	A semester of teaching under the guidance of a university professor. The professor will provide mentoring and supervision during the semester. <i>Prerequisite: PEDG 5330, 5345, 5375, 5383</i>	
<b>5385</b>	<b>Literature: Pre K-12</b>	<b>3:3:0</b>
	Emphasis on the selection of literature for children and adolescents, and the development of methods for using literature to develop skills in reading. Provision of experiences which will enable teachers to locate and select age level appropriate literature and to incorporate literacy studies in the curriculum at all grade levels.	
<b>5387</b>	<b>Teaching of Reading in the Elementary School</b>	<b>3:3:0</b>
	Implications of current research for reading instruction in the elementary school.	
<b>5388, 5490</b>	<b>Selected Instructional Topics</b>	<b>3-4:3-4:0</b>
	Significant topics in Elementary, Secondary, Special Education, Supervision, Counseling, and Educational Administration. The description of the particular area of study will appear on the printed schedules of Lamar University each semester. Contact hours must be the same as those required by a formal instructional course. With permission of advisor in the student's major field, course may be repeated when topic varies.	
<b>5389</b>	<b>Diagnostic/Prescriptive Procedures in Reading</b>	<b>3:3:0</b>
	Study of the nature and causes of reading problems including observations, demonstrations, and supervised practice in the techniques of diagnosis; attention is given to interview procedures, standard and informal diagnostic instruments, the interpretation and utilization of standardized test data, and report writing. <i>Prerequisites: PEDG 5387, 5385, 5353</i>	
<b>5390-5391</b>	<b>Thesis or Research Project</b>	<b>6:A:0</b>
	<i>Prerequisite: Approval of graduate advisor. Must complete both for required 6 credits.</i>	

\* Pending approval by the Texas Higher Education Coordinating Board

## Graduate Resource Courses

These courses are not offered by the College of Education and Human Development but are required or suggested for certain degree plans.