

# Curriculum and Instruction

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Curriculum and Instruction Web Site (<https://www.tamuc.edu/dept-of-curriculum-and-instruction/>)

The Department of Curriculum and Instruction holds as its central mission the study of curriculum and instructional design and its implementation at all levels of education. To realize a broad range of curricular aims and goals, the department engages in rigorous study of teaching and learning to enhance teaching effectiveness. Five strands of emphasis at the graduate level include:

1. Offering master's and doctoral degree programs.
2. Being actively involved in the public schools for mutually beneficial purposes, i.e., updating and enhancing skills of current teachers while allowing departmental faculty to remain current with public school trends and issues.
3. Offering doctoral programs that develop effective teacher educators through research and intensive study of learning paradigms and instructional strategies.
4. Promoting within faculty and students rigorous scholarship as they participate in basic and applied research, educational program development, and implementation and dissemination of knowledge in enlightening and utilitarian ways.
5. Providing courses to support teaching certification at the graduate level.

## Programs of Graduate Work

The department offers the following degrees:

### Master's and Doctoral Degree Programs

- Master's Degree in Curriculum and Instruction (MEd and MS)
- Master's Degree in Early Childhood Education (MEd and MS)
- Master's Degree in Reading (MA, MEd and MS)
- Master's Degree in Secondary Education (MEd and MS)
- Doctoral Degree in Supervision, Curriculum and Instruction (EdD)

## Master of Education and Master Science in Curriculum and Instruction

The Master's of Education (MEd) Degree in Curriculum and Instruction is for certified teachers interested in the improvement of classroom teaching through advanced studies in the content and methodology of subjects taught in K - 12 classrooms. The major in curriculum and instruction, available primarily to experienced teachers, prepares graduates to

1. improve student engagement and teaching effectiveness and
2. qualify for leadership positions in settings for which the master's degree is required.

A graduate with a major in curriculum and instruction should possess knowledge of the research and literature in education, curriculum and instructional design, effective teaching practices, and the teaching of diverse students.

The Master of Science (MS) Degree in Curriculum and Instruction is intended for those who do not have teacher certification but wish to include graduate certification courses as part of their master's degree program.

- Curriculum & Instruction Admission Requirements (<https://www.tamuc.edu/programs/curriculum-instruction-med-ms/#Admission>)

## Master of Education, and Master of Science, in Early Childhood Education

The MEd degree in Early Childhood Education is for certified teachers interested in the human growth and development of young children, birth through age eight years, and in the improvement of teaching young children through advanced studies in the content and methodology of the subjects taught in preschools through grade three. The MS degree in Early Childhood Education is for those who do not have teacher certification but is interested in studying child development leadership, learning theories, and developmentally appropriate practice. The major in early childhood education prepares graduates for careers in both public and private educational settings in which the primary focus is on the education of young children between the ages of three and eight. A graduate with a major in early childhood education should possess knowledge in these areas: cognitive, socio-emotional, and physical development of children ages birth to eight, curriculum theories and instructional design, effective instructional approaches for young children, teacher research and documentation of children's learning, and developmentally appropriate practice and authentic assessment of young children.

Professional educators who hold the provisional or standard EC-4 or EC-6 teaching certificate may earn the Master of Education degree in Early Childhood Education. Individuals who do not hold a teaching certificate may earn a Master of Science in Early Childhood Education.

- Early Childhood Education Admission Requirements (<https://www.tamuc.edu/programs/early-childhood-education-med-ms/#Admission>)

## Master of Education, Master of Science, and Master of Arts in Reading

The MEd degree in Reading is primarily for certified teachers interested in advanced studies in literacy learning, with emphasis on both developmental and remedial reading and writing instruction prekindergarten through grade 12. The MEd in Reading Program can lead to an All-Level Reading Certification and Master Reading Teacher Certification. The MS in Reading is primarily for those who seek a program that focuses their coursework on content directly related to the teaching of literacy but do not have teacher certification. The Master of Arts in Reading is primarily for certified teachers interested in literacy's role in the development of learning and would like to do a thesis in the area of literacy. The study of a foreign language is also required. The major in reading prepares graduates for careers in both public and private educational settings in which the primary focus is on teaching, supervising, or directing literacy learning in developmental, remedial, and/or enrichment settings. A graduate with a major in reading should possess knowledge of the physiological and psychological growth of children, research literature in literacy learning, and in the ability to diagnose, prescribe, instruct, and evaluate learners in the area of listening, reading, speaking, writing, and other skills related to literacy.

- Reading Admission Requirements (<https://www.tamuc.edu/programs/reading-ma-med-ms/#Admission>)

## Master of Education and Master of Science in Secondary Education

The MEd in Secondary Education is for certified teachers interested in the improvement of education through advanced studies of curriculum and instruction in secondary education. The major in Secondary Education prepares graduates to

1. improve student engagement, classroom management and teaching effectiveness and
2. qualify for leadership positions in settings for which the masters is required.

A graduate with a major in secondary education should possess knowledge of the research and literature in secondary education, curriculum and instructional design, effective teaching practices, philosophical systems in education, and excellence and equity in teaching for all students. Individualized degree plans may be developed to prepare teachers for designing classroom instruction and curriculum for curriculum for advanced and at-risk learners.

The MS is primarily for those interested in the Masters in Secondary Education who either do not have teacher certification or whose content area specialization is in an area of the sciences.

- Secondary Education Admission Requirements (<https://www.tamuc.edu/programs/secondary-education-med-ms/#Admission>)

## Admission

### Master of Education, Master of Arts, Master of Science

Admission to a graduate program is granted by the Dean of the Graduate School upon the recommendation of the department. Applicants must meet the following requirements for admission in addition to meeting the general university requirements in curriculum and instruction, early childhood education, reading, and secondary education.

Review each Admission link above for specific requirements for each program.

- Application Procedures. Applications may be accessed on-line at [www.tamuc.edu/gradschool](http://www.tamuc.edu/gradschool) (<http://www.tamuc.edu/academics/graduateSchool/default.aspx>). They are also available at our Commerce, Navarro, Mesquite Metroplex, or Collin College campuses.

## Doctor of Education in Supervision, Curriculum, and Instruction

Admission details are listed in the section "Admission to Doctoral Degree Programs" earlier in the general section of this catalog.

Admissions to the Supervision, Curriculum, and Instruction Doctoral Program in the Department of Curriculum and Instruction will occur twice each year: once in the fall semester and once in the spring semester. First, applicants should contact the Department of Curriculum and Instruction's office to place their name on the new applicant's list. This allows applicants to receive emails for information sessions and interview times. Applicants interested in applying must have at least 3 years of K-12 teaching experience. Applicants must attend a doctoral information session to be considered for admission. During the information session, the applicants will complete a departmental writing sample. To apply, applicants should contact the Department of Curriculum and Instruction's office to place their name on the new applicant's list. Additionally, the applicant must complete the graduate office application process and complete an interview with a committee of doctoral faculty members. Applicants will be rated by the members of the doctoral faculty committee on various aspects of the application package, including the writing sample, the admissions interview, and items required to be submitted by the graduate school.

Once the applicant has been fully admitted to the Supervision, Curriculum, and Instruction (SCID) doctoral program and notified by the Graduate School, students must complete a departmental orientation session in which the applicant will receive information about requirements for completing the residency plan, learn more about courses and course schedules, and have an initial degree plan developed by a doctoral faculty member.

- Supervision, Curriculum and Instruction - Doctoral Degree (<https://www.tamuc.edu/programs/supervision-curriculum-instruction-edd/#Admission>)

## Degree Requirements

The following undergraduate prerequisites for graduate majors and minors are currently in force:

**Graduate Majors:** Only candidates holding at least a provisional or standard teaching certificate or whose graduate program includes courses for meeting requirements of an official certification plan may be admitted for an advanced degree.

**Graduate Minors:** The head of the Department of Curriculum and Instruction through his/her standing committee on admissions will determine whether the minimum number of courses required by the catalog for a minor in curriculum and instruction will enable the candidate to function effectively in the field. This will be based upon each individual's professional preparation and experience.

## Master's Degrees

Several master's degree plan options are presented. In certain cases courses may be substituted for those listed but only with the permission of the major advisor. A field-based Master's Degree in Curriculum and Instruction and Secondary Education is available to cohort groups in some school districts and many courses in the Post-Baccalaureate Teacher Certification Program can be included as coursework toward the Master's Degree (see Program Admissions for a Degree Plan).

The Curriculum and Instruction, Early Childhood Education and Reading master's degree are available online as well.

Successful completion of the Comprehensive Exam is required of all students.

**Note:** Individual departments may reserve the right to dismiss from their programs students who, in their judgment, would not meet the professional expectations of the field for which they are training.

Curriculum & Instruction MEd (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/curriculum-and-instruction/>)

Curriculum & Instruction MS (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/curriculum-instruction-ms/>)

Early Childhood Education MEd (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/early-childhood-education-med/>)

Early Childhood Education MS (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/early-childhood-education-ms/>)

Reading MA (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/reading/>)

Reading MEd (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/reading/reading-med/>)

Reading MS (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/reading/reading-ms/>)

Secondary Education MEd (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/secondary-education-med/>)

Secondary Education MS (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/secondary-education-ms/>)

Bilingual/ESL Education Minor - Graduate (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/bilingual-esl-education-minor-graduate/>)

Supervision, Curriculum, and Instruction — EdD (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/supervision-curriculum-instruction-edd/>)

Instructional Coach Graduate Certificate (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/instructional-coach-graduate-certificate/>)

STEM Education Graduate Certificate (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/stem-education-graduate-certificate/>)

Alternative Teacher Certification - Traditional (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/alternative-teacher-certification-traditional-cert/>)

Reading Specialist Program (Certification Only) (<https://coursecatalog.tamuc.edu/grad/colleges-and-departments/education-human-services/curriculum-instruction/reading-specialist-program-certification-only/>)

**bled 501 - Theoretical Foundations of Bilingual/ESL Education**

Hours: 3

A critical analysis of the rationale for bilingual, multicultural education focusing on history, philosophy, and theory. The study and analysis of educational programs designed for English Language Learners including the native language and the ESL (English as a Second Language) components as well as a critical review of research on the effective implementation of bilingual/ESL programs.

**bled 502 - Biliteracy Development, Instruction, and Assessment**

Hours: 3

The course focuses on analysis and application of research-based approaches to the development of oral and written language in English Language Learners that result in biliteracy and high academic achievement. Preparation and adaptation of holistic, thematically based materials and activities and critical evaluation of existing materials in Spanish. Cross listed with: BLED 602

**bled 503 - Content Area Instruction for Emergent Bilinguals**

Hours: 3

The course focuses on analysis and application of methods, materials, and assessment instruments used in the teaching of language arts, math, science and social studies to bilingual students. Creation, formal presentation, and evaluation of thematic units delivered primarily in Spanish and others using sheltered ESL techniques delivered primarily in English. Crosslisted with: BLED 603

**bled 504 - Technology Tools for Emergent Bilinguals**

Hours: 3

Students will apply knowledge of current educational technology. They will have the opportunity to incorporate videos, podcasts and more into websites designed to fit the needs of emergent bilingual. Crosslisted with: BLED 604

**bled 505 - Project-Based Learning for Emergent Bilinguals**

Hours: 3

Project Based Learning (PBL) taps into student strengths and interests in a manner that is cross disciplinary as it builds academic language and the ability to think deeply and well. Students will identify and evaluate PBL models and create project plans for linguistically and culturally diverse learners. Crosslisted with: BLED 605

**bled 506 - The Languageing and Literacies of Multilingual Students**

Hours: 3

This course explores the languageing and literacies of multilingual students in k-12 education and in the larger society. Specifically, the ideas of critical language awareness, translanguaging, and holistic bilingualism are discussed in relation to how educational practice, policy, and research might respond. This course is for those who educate bilingual children and youth, especially minoritized bilinguals. You do not need to be bilingual to take this course.

**bled 507 - Engaging Emergent Bilinguals' Families**

Hours: 3

This course will help graduate students to understand the numerous benefits of involving emergent bilinguals' families in their children's education. Based on best practices, this course will explore specific, meaningful ways in which teachers can form a partnership with families to help emerging bilinguals be successful inside and outside of the classroom. Opportunities will be provided for graduate students to learn about the emerging bilinguals in their own communities and create practical resources to share with the families of students. You do not need to be bilingual to take this course. Crosslisted with: BLED 607.

**bled 508 - Teaching Multilingual Literature**

Hours: 3

Teaching Multilingual Literature explores both the problems and the possibilities of including multilingual, multicultural literature in the K-12 classroom. By first considering teachers' positionality, the course traverses the natural preferences of individual teachers, with its affordances and limitations, before considering how to implement authentic and complex multilingual, multicultural literature with critical language awareness. The ambition of this class is that through thoughtfully exploring Native, Black/African-American, Chicano/Latinx, Middle Eastern, and Asian literature, teachers may deepen their commitment to critical consciousness with and for their students in language education. Prerequisites: Admission into master's or doctoral program. Crosslisted with: BLED 608.

**bled 510 - Dual Language Assessment**

Hours: 3

The course focuses on the selection, evaluation, and design of means for assessing the oral and written language proficiency and academic achievement of bilingual and ESL students. Critical review of standardized tests as well as alternative and informal assessment techniques and instruments, consideration of relationships between first and second language proficiency, and academic achievement and sociocultural dimensions of testing and assessment. Prerequisites: Admission to the MED program or consent of the instructor. Crosslisted with: BLED 610.

**BLLED 512 - Social and Academic Language Development in English for Bilingual Learners**

Hours: 3

The course focuses on analysis and application of current approaches to oral and written language development in English that result in higher academic achievement for K-12 English Language Learners (ELLs). Students will assess the oral languages and literacy skills of ELLs and design, evaluate, and modify/adapt commercial and research-based instructional materials to build on student strengths and meet identified needs. Crosslisted with: BLED 502.

**BLLED 513 - Advanced Sheltered Content Area Instruction**

Hours: 3

The course focuses on analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to ESL students in K-12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced. Crosslisted with: BLED 503.

**BLLED 529 - Workshop: Bilingual/ESL Education**

Hours: 3

Six semester hours may be applied to a graduate degree when topics vary. May be graded on a Satisfactory (S) or Unsatisfactory (U) basis.

**BLLED 589 - Independent Study**

Hours: 0-4

Independent Study

**BLLED 595 - Research Methods in Bilingual/ESL Education**

Hours: 3

This course provides an overview of quantitative and qualitative research designs used in the field of bilingual education in order to implement instructional best practices. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal reporting of a research problem. Crosslisted with: EDCI 595.

**BLLED 597 - Special Topics**

Hours: 0-4

Special Topics

**BLLED 602 - Advanced English & Spanish Academic Language Development for Emergent Bilinguals**

Hours: 3

This course is designed for bilingual educators who work with bilingual education programs as teachers, instructional specialists, or administrators. Analysis and application of research-based approaches to oral and written language (English and Spanish) development for K-12 students who are becoming bilingual and biliterate. Creation, formal presentation, and evaluation of Spanish language arts instruction to native speakers of Spanish and of English language instruction to students not yet proficient in English. Advanced Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Advanced Spanish proficiency. Crosslisted with: BLED 502.

**BLLED 603 - Advanced Content Area Instruction for Emergent Bilinguals**

Hours: 3

This course is designed for bilingual educators who work with bilingual education programs as teachers, instructional specialists, or administrators. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English and Spanish to K-12 students who are becoming bilingual and biliterate. Creation, formal presentation, and evaluation of culturally responsive content area instruction delivered in Spanish and in English using sheltered instruction approaches. Advanced Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Advanced Spanish proficiency. Crosslisted with: BLED 503.

**BLLED 604 - Advanced Technology Tools for Emergent Bilinguals**

Hours: 3

This intensive course provides opportunities for experienced educators to further develop the ways in which they use technology with emergent bilinguals. Students will apply knowledge of current educational technology tools to their own teaching practices. They will incorporate videos, podcasts and more into websites designed to fit the needs emergent bilingual. Additionally, students will serve as teachers themselves as they provide recommendations to classmates for effectively using technology tools. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 504.

**BLLED 605 - Advanced Project-Based Learning for Emergent Bilinguals**

Hours: 3

Both Project-Based and Problem-Based Learning build on student strengths and interests as they stimulate curiosity and motivate students to find answers for complex issues. Problem-Based Learning is aligned with Critical Pedagogy approaches as students to identify significant real world problems and seek multiple solutions. Students will identify and evaluate PBL models and create long-term, cross-disciplinary PBL plans that work for linguistically and culturally diverse learners in bilingual, ESL, and general education classrooms. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 505.

**BLLED 607 - Advanced Emergent Bilingual Family Engagement**

Hours: 3

Emphasizing both research and practice, this course will help graduate students to understand the numerous benefits of involving emergent bilinguals' families in their children's education. Through review of scholarly and practitioner resources, students will explore specific, meaningful ways in which teachers can form a partnership with families to help emerging bilinguals be successful inside and outside of the classroom. Opportunities will be provided for graduate students to learn about the emerging bilinguals in their own communities, create practical resources to share with the families of students, and create a research based article to share what they have learned about engaging families. You do not need to be bilingual to take this course. Crosslisted with: BLED 507.

**BLLED 608 - Theories and Practices for Multilingual Literature**

Hours: 3

Multilingual Literature explores both the problems and the possibilities of including multilingual, multicultural literature in the K-12 classroom. By first considering teachers' positionality, the course traverses the natural preferences of individual teachers, with its affordances and limitations, before considering how to implement authentic and complex multilingual, multicultural literature with critical language awareness. The ambition of this class is that through thoughtfully exploring native, black/African-American, Chicano/Latinx, Middle Eastern and Asian literature, teachers may deepen their commitment to critical consciousness with and for their students in language education. Crosslisted with: BLED 508.

**BLLED 610 - Valid Assessment & Accountability for English Learners**

Hours: 3

This course is designed for bilingual and ESL educators who work with bilingual and ESL programs as teachers, instructional specialists or administrators. Selection, evaluation and design of means for assessing the oral and written language proficiencies and academic achievement of English Learners (ELs). Critical review of standardized tests and their usage in state-mandated accountability systems and authentic assessment techniques and instruments, consideration of relationships between L1 and L2 proficiencies and academic achievement, and sociocultural dimensions of testing and assessment. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 510.

**BLLED 612 - Advanced English Academic Language Development for English Language Learners**

Hours: 3

This course is designed for ESL educators who work with ESL programs as teachers, instructional specialists, or administrators. Analysis and application of research-based approaches to oral and written English language development for K-12 ESL students. Creation, formal presentation, and evaluation of English language instruction to students not yet proficient in English. No Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 602.

**BLLED 613 - Advanced Sheltered Content Area Instruction for English Language Learners**

Hours: 3

This course is designed for ESL educators who work with ESL programs as teachers, instructional specialists or administrators. Analysis and application of second language acquisition research, theory, and pedagogical approaches to the teaching of language arts, math, science and social studies in English to K-12 students who are native speakers of multiple languages other than English. Creation, formal presentation, and evaluation of culturally responsive content area instruction delivered in English using sheltered instruction approaches. No Spanish proficiency required. Prerequisites: Doctoral level standing or consent of the instructor. Crosslisted with: BLED 603.

**BLLED 690 - Seminar in Bilingual/ESL Education**

Hours: 3

Seminar in Bilingual/ESL (English as a Second Language) Education In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

**BLLED 697 - Special Topic**

Hours: 0-4

Special Topic

**CED 589 - Independent Study**

Hours: 1-4

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

**CED 597 - Special Topics**

Hours: 1-4

Hours: One to four - Organized class Note May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary

**CED 697 - Special Topics**

Hours: 1-4

Special Topics



**ECE 529 - Wkshp Early Childhood Ed**

Hours: 1-6

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

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

Hours: 3

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

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

Hours: 3

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

**ECE 537 - Creative Expression in the Art**

Hours: 3

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

**ECE 538 - Clsrm Management Tchrs**

Hours: 3

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

**ECE 548 - Dsgn Inquiry-Based Lrng**

Hours: 3

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

**ECE 560 - Early Child Curric Design**

Hours: 3

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

**ECE 561 - Child Development**

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

**ECE 575 - Advocacy & Collaboration**

Hours: 3

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

**ECE 589 - Independent Study**

Hours: 1-4

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

**ECE 597 - Special Topics**

Hours: 0-4

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

**ECE 689 - Independent Study**

Hours: 1-4

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

**ECE 697 - Special Topics**

Hours: 1-4

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



**EDCI 500 - Issues in Education**

Hours: 3

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

**EDCI 501 - Foundations of Instructional Coaching**

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

**EDCI 509 - Trends Gifted Educ**

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

**EDCI 516 - Literacy for Special Populations**

Hours: 3

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

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

Hours: 3

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

**EDCI 518 - Thesis**

Hours: 6

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

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

Hours: 3

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

**EDCI 520 - Introduction to STEM Education**

Hours: 3

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

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

Hours: 3

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

**EDCI 523 - Internship in Schools**

Hours: 3

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

**EDCI 524 - Language Arts Curriculum**

Hours: 3

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

**EDCI 525 - Project Based Learning**

Hours: 3

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

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

Hours: 3

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

**EDCI 529 - Workshop**

Hours: 3-6

**EDCI 530 - Mathematics Curriculum**

Hours: 3

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

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

Hours: 3

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

**EDCI 538 - Classroom Mgmt for Tchrs**

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

**EDCI 557 - Social Studies Curriculum**

Hours: 3

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

**EDCI 558 - Science Curriculum**

Hours: 3

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

**EDCI 559 - Diversity & Equity in Edu**

Hours: 3

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

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

Hours: 3

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

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

Hours: 3

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

**EDCI 575 - Differentiated Curriculum**

Hours: 3

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

**EDCI 589 - Independent Study**

Hours: 1-6

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

**EDCI 595 - Research Lit Tech**

Hours: 3

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

**EDCI 597 - Special Topics**

Hours: 1-4

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

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

Hours: 3

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

**EDCI 621 - Advocacy, Equity, and Social Justice**

Hours: 3

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

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

Hours: 3

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

**EDCI 640 - Leadership in Professional Learning**

Hours: 3

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

**EDCI 651 - Curr & Instr Desgn**

Hours: 3

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

**EDCI 652 - Research on the Learner**

Hours: 3

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

**EDCI 655 - Assessment Lrng & Lrn**

Hours: 3

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

**EDCI 657 - Content Area Literacy**

Hours: 3

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

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

Hours: 3

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

**EDCI 659 - Educational Inquiry**

Hours: 3

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

**EDCI 687 - Sociocult Inquiry in C&I**

Hours: 3

The course content centers on qualitative research in the sociocultural environments of public schools. The methodology (research design, data collection, data analysis) associated with this form of inquiry shall be delineated, and students shall experience inquiry from participation in the process. Accordingly, the course focuses on the philosophical and methodological differences between varying approaches (narrative, phenomenology, case studies, grounded theory, and ethnography) to research including mixed methods. Academic writing and critical reading of qualitative research shall also be addressed. This is an approved Level III doctoral research tools course. Pre-requisites : EDCI 695

**EDCI 689 - Independent Study**

Hours: 1-4

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

**EDCI 690 - Seminar in Education**

Hours: 3

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

**EDCI 695 - Research Methodology**

Hours: 3

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

**EDCI 696 - App of Rsch Methods**

Hours: 3

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

**EDCI 697 - Special Topics**

Hours: 1-4

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

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

Hours: 3

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

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

Hours: 3

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

**EDCI 718 - Doct Dissertation**

Hours: 3-12

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

**RDG 515 - Read/Learn Content Area**

Hours: 3

Reading and Learning in Content Areas. Three semester hours. This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels. Enrollment is limited to teachers on emergency certification.

**RDG 516 - Foundations of Reading**

Hours: 3

(Same As RDCB 516) Foundations of Reading Instruction. Three semester hours. This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that condition its development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based programs and the features of classrooms that support effective beginning reading instruction.

**RDG 520 - Literacy and Instruction I: Literacy Foundations In Emergent and Early Readers**

Hours: 3

This course addresses foundational literacy concepts and evidence-based strategies for teaching and assessing oral language, phonological awareness, decoding, and fluency in early literacy learners. It examines principles and research related to the Science of Teaching Reading and other theoretical instructional frameworks. This course explores developmentally appropriate curriculum, materials, interventions, and assessments that support culturally and linguistically diverse students and those with reading difficulties or dyslexia.



**RDG 521 - Literacy & Instruction II: Comprehension Processes and Strategies in Later Elem., MS, & HS**

Hours: 3

This course examines research and evidence-based strategies that promote academic vocabulary development and comprehension of a variety of literary and expository texts. Students will explore and learn how to select, and utilize appropriate books and other materials that build comprehension processes in later Elementary, Middle School, and High School literacy learners. Students will explore different literacy assessment practices and instruments that are used to inform instruction.

**RDG 523 - Promoting Literacy Through Language Acquisition and Development**

Hours: 3

Promoting Literacy Through Language Acquisition and Development. Students in this course will gain knowledge and skills in primary and secondary language acquisition, including the relationship of these languages, to facilitate and promote literacy. Other skills include: conducting appropriate reading assessments on an ongoing basis; designing and implementing effective reading instruction that reflects state content and performance standards addressing the needs of all learners; applying knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy; and using research-based reading instruction that is collaborative and consultative with colleagues, mentoring, coaching, and providing professional development

**RDG 528 - Centering and Integrating Authentic Writing Experiences in the Literacy Classroom**

Hours: 3

This course is designed to develop an understanding of the writing process and how it is taught in a writing workshop environment. Students will learn about the reciprocity between reading and writing instruction and explore ways to authentically use writing across the genres to enhance reading comprehension of literary and expository texts. In this course, students will learn how to support culturally and linguistically diverse literacy learners at different stages of the writing process. Students will learn and apply assessment principles, and strategies that help develop proficient writers.

**RDG 529 - Workshop**

Hours: 3

Workshop in Reading. Three to six semester hours. May be graded on a satisfactory (S) or unsatisfactory (U) basis.

**RDG 530 - NWPNET Summer Writing Institute-Teachers Teaching Teachers**

Hours: 6

This professional development course is founded on the fundamental beliefs of the National Writing Project: teachers teaching teachers through collective experience and knowledge building centered on five core principles: inquiry, dialogue, authenticity, revisioning, and challenge. This course is designed to develop education leaders, with a particular focus on writing instruction using a writing workshop approach. It aims to transform perspectives and instructional approaches for teaching writing relative to current trends and hot topics in literacy instruction. In this model, teaching experience is valued and the learning community supports personal and professional writing, and curriculum development through reading, writing, collaboration, and inquiry across the disciplines. In this process-oriented writing workshop, participants will be guided by as they explore expert models and mentor texts that aim to build ability, connections, and empathy for diverse learners.

**RDG 535 - Integrating Multicultural and Social Justice Literature**

Hours: 3

This course will focus on incorporating multicultural and social justice books at all levels (EC-12th grade classes) within the literacy classroom. This course will also address social justice issues and explain how literature contributes to the knowledge that encourages the fair division of economic, political, and social rights and opportunities. Additionally, in this course, you will learn ways to help students engage in critical literacy conversations.

**RDG 540 - Content Area Literacy**

Hours: 3

This course is designed to address how literacy is taught and assessed across content areas. Students will learn how to support culturally and linguistically diverse literacy learners and plan and implement differentiated literacy experiences using both content literacy and disciplinary literacy approaches, and students will learn strategies for increasing comprehension and leverage writing as a tool for formulating and organizing ideas that lead to a deeper understanding of concepts and topics across content areas

**RDG 560 - Literacy Assessment**

Hours: 3

In this course, students will learn to administer and analyze the results of various formal and informal literacy assessments for the purpose of planning instruction and interventions.

**RDG 562 - Critical Issues in Lit Edu**

Hours: 3

Critical Issues in Literacy Education. Three semester hours. This course is designed to increase awareness and understanding of critical issues surrounding the evolving concept of literacy. This course will study selected issues affecting educational thought and schooling practices emphasizing critical analysis of the cultural, political and sociological contexts of school-societal problems.

**RDG 567 - Practicum in Literacy C&I Intervention, Coaching, and Campus Leadership in ECE-12**

Hours: 3

This course provides guided opportunities for Reading Specialist candidates to apply their understanding of literacy theory, research, instruction, intervention, and assessment selectively across different literacy components in EC-12. Additionally, students will engage in literacy coaching, and other campus improvement literacy leadership responsibilities and initiatives that support culturally and linguistically diverse students. Crosslisted with: EDCI 566

**RDG 589 - Independent Study**

Hours: 1-4

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

**RDG 597 - Special Topics**

Hours: 3

Special Topics. One to four semester hours. Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary.

**RDG 631 - Advanced Writing Project Institute**

Hours: 6

This skills-based literacy course is housed within a North East Texas National Writing Project writing institute. In this course, students will improve their academic writing skills and participate in continuous feedback cycles as they pursue a self-selected, literacy-related inquiry on current and seminal literacy leaders. They will evaluate the quality of the writing institute through the lens of the literacy leader. During the course, students will develop a manuscript with the potential for publication. Crosslisted with: RDG 530

**RDG 640 - Seminar in Research**

Hours: 3

Seminar in Research. Three semester hours. A study of significant research in literacy and related areas. May be repeated once. Prerequisite: Doctoral level standing or consent of the instructor.

**RDG 650 - Child, YA, & Multicul Lit**

Hours: 3

Child, Young Adult, & Multicult Lit: History, Pedagogy, and Technology This course will address four major literature issues related to elementary and secondary school students: 1) explore children's, young adult literature, and multicultural literature genres, 2) research current and historical trends and issues, 3) investigate integration and cross curricular pedagogical issues, and 4) probe the expanding definition of texts in a technological medium. Prerequisite: Doctoral level standing or consent of instructor.

**RDG 667 - Reading Proc:Theor & Impl**

Hours: 3

The Reading Process: Theories and Implications. Three semester hours. An in-depth analysis of varied definitions and theories of reading including examination of implication for reading instruction. Prerequisite: Doctoral level standing or consent of the instructor.

**RDG 689 - Independent Study**

Hours: 1-4

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

**RDG 690 - Seminar in Rdg Ed**

Hours: 3

Seminar in Reading Education. Three semester hours. In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

**RDG 692 - Learning to Read**

Hours: 3

Learning to Read: From Research to Best Practice. Three semester hours. The 21st century began with a renewed call to "leave no child behind" in learning to read. But how can this be accomplished? This course is designed to examine the major approaches to beginning reading that have been advocated and practiced over the past 50 years. Participants will answer the questions "Can all children learn to read?" and "What does the research say about beginning reading instruction?" Prerequisite: Doctoral level.

**RDG 697 - Special Topics**

Hours: 1-4

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

**SED 500 - Issues in Education**

Hours: 3

Issues in Education. Three semester hours. Focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues may involve classroom management and discipline, parent involvement, the nature of learning, human development, current brain research, multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies, alternative assessment, legal issues, educational technology, crisis management and conflict management.

**SED 501 - Induc Yr Sem for Sec Schl Teac**

Hours: 3-6

Induction Year Seminar for Secondary School Teachers. Three to six semester hours. This course is designed to support the transition of new teachers during their induction year. Students actively work with the instructor to develop the content of the course through analysis of needs assessment conducted during first class meeting. Support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourage professional growth. Co-requisite: SED 523

**SED 505 - Teacher Leader**

Hours: 3

This course provides a study of leadership skills and trends in collaborating to improve teaching and learning in the secondary school setting. The course is designed for teacher leaders serving as the Department Head, Team Leader, Literacy Coach, dean of instruction, content facilitators, and other specialists.

**SED 510 - Assessment in Teaching and Learning**

Hours: 3

Focuses on formal and informal assessment strategies to be used by teachers of secondary students. Topics will include reliability, validity, bias, performance assessment, portfolios, affective assessment, standardized test score interpretation, and formative assessment. Particular attention will be given to practical applications of the assessment of learners within a particular classroom setting and curricular context.

**SED 511 - Adolescent Growth and Development**

Hours: 3

This course will focus on the physical, cognitive, socio-emotional, and moral stages of human development of adolescents between the ages of 11 and 19. Emphasis will be placed on individual differences and how educators can employ principles of curriculum and instruction to address the needs of adolescents. The impact of social and environmental factors on adolescents will be a key component of this course.

**SED 512 - The Secondary School: Teaching and Learning in the 21st Century**

Hours: 3

This course explores contemporary trends and issues influencing the secondary school (middle, jr. high, and high school) and the impact of those trends on the adolescent learner. The course shall address teaching and learning in the twenty-first century such as how to design instruction to support critical thinking, problem solving, creative thinking, best uses of technology and the student's awareness of the impact of globalization in an interconnected world.

**SED 513 - Secondary Schl Curriculum**

Hours: 3

The Secondary School Curriculum. Three semester hours. Focuses on descriptions and analyses of models of curriculum theory and curriculum development. Specific emphasis will be placed on philosophical and social forces which affect the design, implementation, and assessment of the curriculum. Particular attention will be given to practical applications of curriculum design and evaluation and leadership efforts necessary for overcoming individual and organizational resistance to change.

**SED 516 - Educ Rsch for Eff Tchng**

Hours: 3

Educational Research for Effective Teaching. Three semester hours. Contains the professional body of knowledge necessary for effective teaching. This course emphasizes theories and issues of education that are directly related to teacher professional growth. The content of the course will include site based management, professional ethics, school environment issues. Communication issues, educational research, and political influences. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Professional Development portion of the TExES test. Enrollment is limited to students accepted into the Alternative Certification Program (ACP). Prerequisites: SED 514, 515.

**SED 521 - Models of Tchng Sec Schl**

Hours: 3

Models of Teaching in the Secondary School. Three semester hours. Includes a study of the research, philosophy, and learning theory underlying current models of instruction. Practical alternative teaching strategies effective in accommodating students with diverse learning styles will be discussed as well as classroom management and the implications of whole-brain research and multiple intelligences for secondary/middle school teaching. Particular attention will be given to the teacher as an agent and manager of change.

**SED 523 - Internship**

Hours: 3

Internship. Three semester hours. Provides experiences in various environments which will be supervised by mentors and university liaisons. Regular seminar sessions may be held which will focus on concerns related to education and/or the workplace.

**SED 528 - Learning Theories and Philosophy**

Hours: 3

This course shall examine the concepts, ideologies, and research of human learning, with particular attention to the learner as a constructor of knowledge. The pragmatic application of learning theories to the development of the adolescent learner shall be emphasized.

**SED 529 - Workshop**

Hours: 3

Workshop. Three semester hours. Topics will be selected with reference to the needs of learners. Graded as A-F or (S) satisfactory or (U) unsatisfactory.

**SED 559 - Diversity & Equity in Edu**

Hours: 3

Diversity & Equity in Edu. Three semester hours. Focuses on sociocultural issues which influence learning and work environments. The cultural dynamics of racism, ethnicity, ageism, sexism, elitism, bilingualism, disabilities, and other cultural diversities are emphasized.

**SED 589 - Independent Studies**

Hours: 1-4

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

**SED 590 - Seminar in Secondary Education**

Hours: 3

Each course provides an in-depth analysis of major topics in secondary education, including addressing classic and contemporary issues. Topics vary.

**SED 597 - Special Topics**

Hours: 1-4

Special Topics

**SED 613 - Problems and Trends in Secondary Education**

Hours: 3

This course shall explore contemporary challenges and trends associated with secondary schools within local, national, and global settings. Political, economic, socio-cultural, and historical influences on secondary education will constitute the framework for understanding the high school experience.

Prerequisites: NA. Crosslisted with: SED 513.

**SED 614 - Research in Teacher Leadership**

Hours: 3

This course provides a study of research addressing leadership skills and trends in collaborating to improve teaching and learning in the secondary school setting. The course is designed for teacher leaders serving as the department head, team leader, literacy coach, dean of instruction, and/or content facilitator. Prerequisites: There are no prerequisites for this course. Crosslisted with: SED 505.

**SED 632 - Sec Curr Problems and Trends**

Hours: 3

Secondary Curriculum Problems and Trends. Three semester hours. Includes a study of the problems facing the nation's schools and efforts made to resolve them. Programs and curricula necessary for preparing students to function optimally in the 21st century will be discussed.

**SED 640 - Research in Adolescent Growth and Development**

Hours: 3

This course is devoted to an exploration of current research and practices addressing the physical, cognitive, socio-emotional, and moral stages of human development of adolescents between the ages of 11 and 19. Emphasis will be placed on individual differences and how educators can employ principles of curriculum and instruction to address the needs of adolescents. The impact of social and environmental factors on adolescents will be a key component of this course. Prerequisites: There are no prerequisites for this course. Crosslisted with: SED 511.

**SED 641 - Curriculum Studies in Secondary Education**

Hours: 3

This course explores the ideologies of curriculum as germane to the practical implementation of curricular practices in secondary schools and society. The scope of curriculum shall include local, national, and global contexts, with considerations for foundational, contemporary, and future landscapes of curricular practice. Crosslisted with: SED 512.

**SED 642 - Pedagogy and Philosophy of Education**

Hours: 3

This course shall examine traditional and contemporary philosophies associated with the pedagogy of secondary education. Best research-based practices shall be emphasized as well as how these pedagogical practices are grounded in theories and philosophies for secondary education classroom and school settings. Specific and explicit theoretical and philosophical applications will be made to the growth and development of the adolescent learner. Progressive approaches to curriculum and instruction in the secondary school will be explored with a particular focus on issues of school choice, restorative justice, resilience, grit, growth mindset, and problem-based learning. Crosslisted with: SED 528.

**SED 643 - Assessment: Practices and Policies in the Secondary Schools**

Hours: 3

Examines classroom, campus, district, state, and national approaches and policies related to assessment of secondary school students. High stakes testing, data analysis, landmark legislation, and authentic assessment strategies will be addressed. A major emphasis will be placed on preparing teachers to be leaders beyond the classroom on assessment issues. Prerequisites: There are no prerequisites for this course. Crosslisted with: SED 510.

**SED 689 - Independent Studies**

Hours: 0-4

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