

# Curriculum and Instruction

---

Melanie Fields (Interim Department Head)

Location: Sowers Education South Building, 903-886-5537

Curriculum and Instruction Web Site (<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/default.aspx>)

The Department of Curriculum and Instruction at Texas A&M University-Commerce, in collaboration with the region's public schools, offers students an opportunity to learn the craft of teaching through field-based experiences in K-12 educational settings.

Our faculty is comprised of outstanding educators who have earned doctoral degrees from universities throughout the United States. In addition to publications in academic journals and presentations at professional educational conferences, many faculty have published textbooks and other professional material. But the greatest tribute to the faculty in the Department of Curriculum and Instruction is their continuing involvement, through our field-based programs, with the public school districts of Texas.

The department also teaches courses for the post-baccalaureate program for those with degrees in fields other than education.

## LeoTeach Programs

### Early Childhood Education Major with Certification in Early Childhood - 3<sup>rd</sup> Grade

The Bachelor of Science (BS) with a major in Early Childhood Education is a state approved degree program which prepare candidates to meet minimum academic requirements for the Texas Elementary Teaching Certificate EC-3. The degree program requires the completion of 123 hours. Early childhood is a unique developmental period, requiring specialized teacher strategies. This program will prepare you to be highly-qualified to help lay the critical foundation for cognitive, emotional, and physical growth.

The university reserves the right to change the curriculum or requirements for degrees or certificates to comply with state laws/regulations. The student assumes full responsibility for meeting all university requirements and for keeping current with all curriculum changes that might affect graduation and/or certification.

### Education Major with Certification in Elementary & Middle Level Education

The Bachelor of Science in Education (BS) and Bachelor of Arts in Education (BA) degrees with a major in Education are the state approved degree programs which prepare candidates to meet minimum academic requirements for the Texas Elementary Teaching Certificate. The degree program requires the completion of a minimum of 120 semester hours (number of hours varies by program).

This outstanding program has won the Christa McAuliffe Showcase for Excellence Award from the American Association of State Colleges and Universities and other prestigious recognitions. Students spend the second half of their sophomore year and their junior year in education major courses that prepare teachers in the content of the elementary school curriculum and specializations such as math, science, math/science, social studies, English/language arts (4-8 grades) or EC-6 Core Subjects, or EC-6 Core Subjects with Bilingual or Special Education areas of emphasis. During the junior year, students begin professional development courses that incorporate 50 hours of field experience in public schools. During the senior year, students spend extended time working with a team of public school teachers and university faculty.

The university reserves the right to change the curriculum or requirements for degrees or certificates to comply with state laws/regulations. The student assumes full responsibility for meeting all university requirements and for keeping current with all curriculum changes that might affect graduation and/or certification.

## Secondary and All-Level Education

The Department of Curriculum and Instruction offers undergraduate professional development courses for students seeking Secondary certification (7th/8th through 12<sup>th</sup> grades) or All Level certification (Early Childhood through 12<sup>th</sup> grades). Students major in a content-based teaching field while obtaining pedagogy and educational professional development course work through the Department of Curriculum and Instruction. The student should obtain advising from both the advisor in his or her major department and from a LeoTeach Advisor. Students with bachelor's degrees who want to teach should consult the Graduate Catalog for requirements leading to certification.

Students seeking a bachelor's degree along with teacher certification at the secondary level must complete all university requirements for the Bachelor of Science degree or Bachelor of Arts degree for the area of your major listed in the bachelor's degree requirements section of this catalog, and any additional requirements established by the university.

The university reserves the right to change the curriculum or requirements for degrees or certificates to comply with state laws/regulations. The student assumes full responsibility for meeting all university requirements and for keeping current with all curriculum changes that might affect graduation and/or certification.

B.S. - Early Childhood Education

B.A./B.S. - Elementary Education (<https://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/elementary-education/>)

### **BLLED 401 - Foundations of Bilingual/ESL Education**

Hours: 3

Introduction to the philosophies and theories of bilingual schooling with emphasis on language policy and the sociological, psychological, and legal aspects involved. Provides students with opportunities to reflect on their own language learning and schooling experiences in bilingual settings and compare them to programs and practices shown by research to be effective.

### **BLLED 402 - Biliteracy Development, Instruction, and Assessment**

Hours: 3

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Opportunities to evaluate commercial and research based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Prerequisites: BLLED 401 or concurrent enrollment.

### **BLLED 403 - Bilingual Instruction for the Content Areas**

Hours: 3

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for teaching language arts, math, science and social studies in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Prerequisites: BLLED 401 or concurrent enrollment.

### **BLLED 404 - Biliteracy in the Teaching Profession**

Hours: 3

The course promotes language proficiency through learning scenarios designed to prepare bilingual teachers to use formal academic Spanish in bilingual and dual language instruction. This course is intended to provide students with a fundamental understanding of Spanish listening, speaking, reading, and writing skills and opportunities to apply this knowledge to become competent users of Spanish for academic purposes. Class prepares students to take the BTLPT Bilingual Target Language Proficiency Test--Spanish (TEXES #190), required for the bilingual certification. Prerequisites: BLLED 401 or concurrent enrollment.

### **BLLED 405 - Academic and Language Support Using Sheltered Instruction**

Hours: 3

This course focuses on the use of sheltered instruction to support emergent bilingual learners as they simultaneously learn the English language and academic content. Students are introduced to the Sheltered Instruction Observational Protocol (SIOP) model, a research-based framework, for planning and implementing lessons in the content areas. Course includes engagement of students in the process of designing lessons that incorporate the eight components of sheltered instruction. Prerequisites: BLLED 401 or concurrent enrollment.

### **BLLED 412 - English Language Learners: Theory & Practice**

Hours: 3

This course provides teacher candidates an introduction to the laws, philosophies and theories of ESL schooling with an emphasis on the evolution of language policy and the sociological, psychological, and legal implications. Students will also gain knowledge of effective oral language and literacy practices for English Language Learners in grades K-12. Moreover, teacher candidates will have opportunities to reflect on their own language learning and schooling experiences then compare them to practices shown by research to be effective.

### **BLLED 413 - Sheltered Content Area Instruction for English Language Learners**

Hours: 3

The application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to bilingual and ESL students in grades PK-12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced. Prerequisites: BLLED 401 or concurrent enrollment. Crosslisted with: BLLED 403.

### **BLLED 489 - Independent Study**

Hours: 0-4

Independent Study

### **BLLED 497 - Special Topics**

Hours: 0-4

Special Topic.

### **ECE 313 - Child Growth and Development**

Hours: 3

This course focuses on child development as a multifaceted process of growth and change. Students will examine interrelating factors across developmental domains to evaluate developmentally appropriate practices.

**ECE 320 - Assessments in Early Childhood**

Hours: 3

This course explores the multiple purposes and types of assessment in early childhood. Students will evaluate and analyze assessment data as a tool to support teaching and learning.

**ECE 321 - Creative Arts for Early Childhood**

Hours: 3

This course focuses on creativity and the fine arts in a positive learning environment. Students will design a playful learning experience that integrates the fine arts to promote creativity and social-emotional development.

**ECE 322 - Family and Community Connections in Early Childhood**

Hours: 3

This course focuses on the dynamic influences of family and community in early childhood education. Students will plan a learning experience that connects family, community, and school to promote optimal child outcomes.

**ECE 358 - Language and Literacy in Early Childhood**

Hours: 3

This course focuses on language and literacy development emphasizing the interconnected nature of listening, speaking, reading, and writing. Students will plan a language and literacy learning experience that incorporates developmentally appropriate practices.

**ECE 364 - Educating Young Children**

Hours: 3

This course focuses on inclusive, supportive, and effective learning environments that promote whole-child development. Students will evaluate developmentally appropriate practices in a variety of learning environments.

**ECE 366 - Learning Environments**

Hours: 3

This course focuses on the physical and affective learning environments with an emphasis on Social Studies. Students will design a safe, supportive, and challenging learning environment that builds on children's assets and fosters pro-social behaviors.

**ECE 460 - STEM in Early Childhood**

Hours: 3

This course examines early childhood pedagogy with a focus on science, technology, and math. Students will plan an authentic learning experience that integrates content areas and promotes critical thinking and problem-solving skills.

**ECE 489 - Independent Study**

Hours: 1-4

**ECE 490 - H Thesis**

Hours: 3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member.

**ECE 491 - Honors Reading**

Hours: 3

As specified by Honors or department head.

**EDCI 412 - Emergent Bilinguals: Theory and Practice**

Hours: 3

This course provides teacher candidates an introduction to the laws, philosophies and theories of ESL schooling with an emphasis on the evolution of language policy and the sociological, psychological, and legal implications. Students will also gain knowledge of effective oral language and literacy practices for English Language Learners in grades K-12. Moreover, teacher candidates will have opportunities to reflect on their own language learning and schooling experiences then compare them to practices shown by research to be effective.

**EDCI 414 - Management and Curriculum Development for Diverse Learners**

Hours: 3

This course contains the professional body of knowledge necessary for effective teaching in a K-12 classroom. The focus is teaching and learning in diverse environments with an emphasis on instructional design and methods of organizing and managing a classroom. The content of this course will include classroom management approaches, curriculum and lesson planning, teaching models, assessment, effective communication strategies, and certification issues. Students will exhibit an understanding of the domains and competencies of the TExES Pedagogy and Professional Responsibilities certification examination. Prerequisites: Permission of Advisor, minimum overall GPA of 2.5, admission to teacher education program, and must have passed TSI. ELED 412 for EC-6 majors. Corequisite EDCI 422. Corequisites: ELED 422. Crosslisted with: EDCI 514.

**EDCI 415 - Eff Tchg in a Diverse Envir.**

Hours: 3

Effective Teaching in a Diverse Environment This course focuses on understanding learning theories and aligning effective teaching strategies that address the needs of all students. Included in this course will be a variety of diversity issues which focus on curricular, instructional, managerial and assessment techniques. Use of educational technologies in teaching and learning will be incorporated. Students will exhibit an understanding of the legal responsibilities and professional responsibilities of Texas teachers as assessed by TExES. Prerequisites: EDCI 414 co-requisite EDCI 422.

Note: minimum overall GPA of 2.5, admission to teacher education program, and must have passed TSI. Enrollment is limited to students working as educational aides. Cross listed with EDCI 515

**EDCI 497 - Special Topics**

Hours: 0-4

**ELED 1301 - Education in Global Societ**

Hours: 3

(EDUC 1301) This course explores the culture of schooling and classrooms from global perspectives of current political, social, and familial issues impacting schooling and classrooms worldwide. Students will participate in early field experiences with varied and diverse student populations; designed to analyze the learning environment and the human experiences of teachers and learners and compare U.S. schools and the American educational system to those of other countries. Note: Ten clock hours of professional field experiences are strongly encouraged, but not required. Texas Common Course Number

**ELED 300 - Pedagogy and Lesson Planning for Diverse Classrooms**

Hours: 3

This undergraduate course focuses on the foundational principles of pedagogy, effective lesson planning, and instructional strategies tailored to diverse learners. Students will explore the Texas Essential Knowledge and Skills (TEKS) framework, emphasizing the alignment of curriculum standards with instructional objectives and assessments. The course provides a comprehensive approach to understanding the contexts for learning in diverse classrooms, including cultural responsiveness and inclusive teaching practices.

**ELED 303 - Classroom Management Techniques: Strategies for Student Support and Engagement**

Hours: 3

This course offers a comprehensive overview of classroom management strategies based on widely-used support systems and behavioral interventions. Students will explore techniques for setting clear expectations, establishing consistent routines, and utilizing positive reinforcement to encourage desired behaviors. Additionally, participants will explore methods for addressing challenging behaviors through effective intervention strategies, all while maintaining student engagement and fostering a supportive classroom community. Prerequisites: ELED 300 or concurrent enrollment.

**ELED 389 - Independent Study**

Hours: 1-6

Independent Study. One to six 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.

**ELED 412 - EFF TCHING & PROFESSIONAL GROW**

Hours: 3

Effective Teaching and Professional Growth. Three semester hours. This course contains the body of knowledge necessary for understanding the relationship between effective teaching, professional growth, and lifelong learning. This course emphasizes theories and issues of education that are directly related to professional development including: site-based management, professional ethics, school environment issues, communication issues, education research, and political influences. Students will exhibit an understanding of the Texas teacher standards on professional development as assessed by TExES. Enrollment is limited to students working as educational aides. Prerequisites: Minimum overall GPA of 2.5 and must have passed TSI.

**ELED 422 - Pract I: Appl Mgmt & Curr Dev**

Hours: 3-6

Internship in Teaching. Three to six semester hours. (Same as SED 422) This course provides supervised experiences in the elementary school classroom and is designed for students on aide waivers. Regular seminar sessions focus on issues directly related to elementary classroom teaching. Prerequisite: Departmental approval. Limited to educational aide program.

**ELED 436 - Intg Lrn: Math FB**

Hours: 3

Integrated Learning: Math in Field-Based Settings. Three semester hours. Explores the integrated nature of learning with math as the content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisites: ELED 300; RDG 350, 370; admission to teacher education program; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

**ELED 438 - Integrated Learning in Social Studies**

Hours: 3

This course explores the integrated nature of learning with social studies as content focus. Course includes analysis of vertical and horizontal alignment of the strands of the K-5 Social Studies Texas Essential Knowledge and Skills (TEKS) to prepare preservice teachers for providing comprehensive Social Studies instruction.

**ELED 440 - Instructional Strategies Across Content Areas (Science, Social Studies, and Math)**

Hours: 3

This course contains the professional body of knowledge necessary for effective teaching in an EC-6 and/or 4-8 classroom. The focus is teaching and learning in diverse environments with an emphasis on instructional design and methods of organizing and managing a classroom. The content of this course will include classroom management approaches, curriculum and lesson planning, teaching models, effective communication strategies, and discussions related to teacher certification. Prerequisites: Full admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

**ELED 441 - Tchg Tech Field Bsd**

Hours: 3

Integrating Technology for K-8 Classrooms (Field-Based). Three semester hours (1 lecture, 4 lab). In this course, students learn how to use technology as a powerful teaching tool. Taken by K-8 teacher candidates in Centers for Professional Development and Technology. Emphases is on: (a) observing and studying classroom teachers who use technology effectively for instruction; (b) developing and utilizing computer assisted materials for instruction; and (c) evaluating computer-assisted programs, teaching, and learning. Prerequisites: Successful completion of internship in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

**ELED 443 - Creating Effective Learning Environments in Culturally Diverse Field-Based Settings**

Hours: 3

A field-based course in which prospective teachers develop & improve the skill of creating inclusive classroom environments, curriculum, space and time, and supporting student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability to support cognitive and affective learning by creating a learning environment the promotes students' cultural competence and critical consciousness. Candidates work alongside experienced public school teachers in their elementary and/or middle school classrooms. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency.

**ELED 447 - Data and Assessment in Field-Based Settings**

Hours: 3

Focuses on effective methods of assessment including formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the use of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated. Prerequisites: Full admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

**ELED 452 - Student Teaching in Field-Based Teacher Education Programs**

Hours: 3-9

Student Teaching in Field-Based Teacher Education Programs. Six semester hours. This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency. Prerequisites: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency".

**ELED 478 - CORE - Subject Review Modules**

Hours: 0

**ELED 479 - Practice Exam**

Hours: 0

**ELED 489 - Independent Study**

Hours: 1-6

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.

**ELED 490 - H Honors Thesis**

Hours: 3

ELED 490 - H Honors Thesis - Three semester hours Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisite Consent of head. Note May be repeated when the topic varies.

**ELED 491 - H Ind Honors Rdgs**

Hours: 3

**ELED 497 - Special Topics**

Hours: 0-3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

**MLED 314 - Young Adolescent Development**

Hours: 3

Designed to provide preservice teachers with a knowledge base of the changes and issues that typically affect development in the years from age 8 through adolescence. Students will examine and study the various domains of physical, cognitive, social and emotional development; and will consider how various learning theories, particularly multiple intelligence theory, can inform practices in middle level classroom. The effect of environmental factors on development will also be explored.

**MLED 401 - Differ Inst for Diverse Learne**

Hours: 3

Differentiating Instruction for Diverse Learners. Three semester hours. This course teaches preservice teachers how to design instruction to meet the emerging needs of all middle level learners. The beliefs, behaviors, and characteristics of the unique qualities of diverse learners and how these impact literacy and learning will be explored. Research-based teaching practices will be demonstrated and critiqued. Field experiences required with the course.

**MLED 402 - Best Practices in Pedagogy and Assessment**

Hours: 3

This field-based course provides for examination and implementation of developmentally appropriate instructional and assessment strategies and techniques with an emphasis on problem-based, inquiry-based and technology-based learning; development of extended inter and intra disciplinary learning experiences for middle level learners utilizing appropriate TEKS, resources and materials. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship. Corequisites: MLED 403.

**MLED 403 - Organization, Motivation, and Management in Middle Level Classrooms**

Hours: 3

Organization, Motivation and Management in Middle Level Classrooms. Three semester hours. A field-based course concentrating on communication, methodology, and management perspectives consistent with democratic classrooms and organizational structures that focus on student centered inclusive learning of young adolescents from culturally, economically, and educationally diverse student populations. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship. Corequisites: MLED 403.

**MLED 404 - Developing Communication Skills**

Hours: 3

Developing Communication Skills. Three semester hours. A field-based course that focuses on instructional strategies and practices to develop the written, verbal, non-verbal, and technical communication skills of the middle-level learner. Also examines the culture and dynamics of communication within the classroom and the school. Foci will include: process writing; writing in all areas of the curriculum, communication assessment, communicating with technology; and how to guide the middle-level learner in asking critical questions. Prerequisites: Full Admission to the Teacher Education Program and placement in a NET CPDT Center for Internship.

**MLED 410 - Fostering School, Family, and Community Relationships**

Hours: 3

Fostering School, Family, and Community Relationships. Three semester hours. A field-based course emphasizing shared responsibility among educators, students, the family unit, and the community; examining the home-school connections and the roles and responsibilities of educators on a campus. Developing strategies for reciprocal relationships with peers, parents, and the community to promote collaboration while learning to become a reflective and self-assessing practitioner. Includes an investigation of the effects of a collaborative practice such as peer mediation, service learning, or teachers as advisors. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency.

**MLED 435 - Integrating Instruction: Science, Mathematics, and Technology**

Hours: 3

Integrating Instruction: Science, Mathematics and Technology. Three semester hours. The course will focus on how middle level children learn and develop knowledge and skills in mathematics and science; varied instructional and assessment strategies that require high expectations and worthwhile opportunities for all students; Texas Essential Knowledge and Skills (TEKS) in mathematics and science; resources for teaching mathematics and science in grades 4-8; and the integration of technology in mathematics and science instruction grades 4-8. Field experience required. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

**MLED 489 - Independent Study**

Hours: 0-4

**RDG 350 - Reading and Literacy I**

Hours: 3

This introductory course will emphasize the foundations of the science of teaching reading and literacy. Teacher candidates will explore how reading, literacy, and cognitive processes are developed. Fifteen hours of clinical observation will provide time observations of children and teachers in field settings to connect theory with actual practice. The focus of this course is an examination of how to implement TEKS when facilitating literacy acquisition and development. The course includes teaching approaches, text genres, writing, listening, speaking, linguistics, cueing systems, phonemic awareness, phonics, word recognition, vocabulary development, spelling, fluency, and instructional resources. Prerequisites: Minimum overall GPA of 2.50 and must have passed TSI.

**RDG 360 - Word Analysis Skills**

Hours: 3

This course examines the English phonological system used in reading and writing. The focus of this course is an examination of the competencies and TEKS related to word analysis skills of all learners. Specific attention is given to phonics, phonemic awareness, the strategies useful to readers and writers in the development and assessment of word knowledge and word analysis. Prerequisite RDG 350 with a minimum grade of C.

**RDG 370 - Reading & Literacy II**

Hours: 3

This course builds upon the foundations of reading presented in RDG 350. The teacher candidates will explore the science of teaching reading and writing, with a particular focus on comprehension. The course is designed to deepen candidates' knowledge and skill in the science of teaching reading and deals with cognition, writing workshop, books from multiple genres, basal readers, and summative and formative assessments. The course emphasizes strategies for developing comprehension and the teacher's role in helping the K-12 student utilize the five components of reading. Prerequisites: RDG 350.

**RDG 380 - Comprehension and Vocabulary in Middle and High Schools**

Hours: 3

The preservice teacher will explore the science of teaching reading and the integration of best practices for supporting reading and writing instruction in content areas. Students will examine strategies for various disciplines and middle/secondary levels. Attention will be given to how teachers support students in reading textbooks and other learning materials. The course will include phonics, phonemic awareness, reading comprehension, vocabulary development, fluency, writing processes, and assessments. Prerequisites: Minimum overall GPA of 2.75; must be TSI complete.

**RDG 417 - Reading and Learning in the Content Area**

Hours: 3

This course emphasizes reading comprehension and strategies for interacting with expository materials. The following are examined: the role of text in reading, text analysis methods, content area reading lesson formats, teacher-directed strategies, reader based strategies, levels of thought/questioning, and infusing literature into the content curriculum. Crosslisted with: EDCI 517.

**RDG 448 - Supporting Literacy Development of Emergent Bilingual Learners in Field Based Setting**

Hours: 3

Attention will be given to the development of reading fluency and written communications in the content areas with emergent bilingual learners. The use of language assessments and student data for instructional decision-making will be explored. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

**RDG 450 - Middle School Reading: Theory & Practice**

Hours: 3

Middle School Reading: Theory & Practice - Three semester hours. This course focuses on schema theory, metacognitive theory, critical theory, reader response theory, transactional theory, and social cultural theory as each applies to teaching reading at the middle levels. Comprehension processes for both narrative and expository text will be explored for traditional text and the emerging technologies that encompass literacy. Demonstration of effective strategies to support struggling readers and experience with reading assessments will be included. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

**RDG 489 - 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 490 - H - Honors Thesis**

Hours: 3

**RDG 491 - H Ind Honors Rdgs**

Hours: 3



**RDG 497 - 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 the topic varies.

**SED 1301 - Edu in a Global Society**

Hours: 3

This course explores the culture of schooling and classrooms from global perspectives of current political, social, and familial issues impacting schooling and classrooms worldwide. Students will participate in early field experiences with varied and diverse student populations; designed to analyze the learning environment and the human experiences of teachers and learners and compare U.S. schools and the American educational system to those of other countries. Note: Ten clock hours of professional field experiences are strongly recommended, but not required.

**SED 189 - Independents Study**

Hours: 0-4

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.

**SED 300 - Foundations of Secondary Education**

Hours: 3

This course provides prospective educators with a comprehensive understanding of curriculum design principles and practices in secondary education. Through a focus on backward design, standards alignment, and summative assessments, students will explore how to effectively plan, implement, and evaluate curriculum to enhance student learning outcomes. Field based experience required. Prerequisites: Minimum overall GPA of 2.50.

**SED 330 - Special Populations and Diverse Learners**

Hours: 3

The course focuses on topics related to teaching and working with culturally, ethnically, socially, economically, and linguistically diverse student populations including classroom management, effective lesson planning, and student, family, and community communication. This course also focuses on strategies to differentiate and engage diverse learners from gifted to ELLs to struggling learners. Field based experience required. Prerequisites: SED 300; Minimum overall GPA of 2.65.

**SED 331 - Instructional Design**

Hours: 3

In this course, students will design units, lessons, and assessments that are aligned to state standards while using a variety of student-centered instructional models and strategies. Students will collect, analyze and interpret formative assessment data to make instructional decisions. Minimum overall GPA of 2.65, Department approval and field based experience required. Prerequisites: SED 300.

**SED 332 - Creating an Engaging Learning Environment**

Hours: 3

This course focuses on the development of appropriate classroom relationships based on current theory and research. This includes culturally responsive practices, social emotional practices, positive behavior interventions and supports, analysis of legal and ethical issues as they relate to classroom relationships, and field experiences in a variety of secondary environments. Minimum GPA of 2.65, Department Approval, and field based experience required. Prerequisites: SED 300.

**SED 389 - 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.

**SED 400 - Issues of Professionalism**

Hours: 3

Students will synthesize and validate concepts encountered during clinical teaching. Regular seminar sessions will focus on the situations, questions, and concerns that arise directly from the clinical teachers' experiences in secondary public school classrooms. Prerequisites: SED 300, SED 330, SED 331, SED 332.

**SED 401 - Technology Infused Curriculum and Assessment in Field-based Environments**

Hours: 3

An experiential component in which clinical teachers design and implement curriculum and model the use of a variety of classroom assessment techniques. The clinical teachers will use cutting edge technologies for both creating and assessing lessons. Field based experience required. Prerequisites: SED 300, SED 330, SED 331, SED 332; Minimum overall GPA of 2.75.



**SED 404 - Secondary Clinical Teaching**

Hours: 3-6

Supervised clinical teaching experiences in the secondary school classroom. Clinical teachers will create, evaluate, and implement curriculum and assessments. In addition, clinical teachers will evaluate, reflect on, and refine their own teaching practices. Prerequisites: SED 400, SED 401; Minimum overall GPA of 2.75.

**SED 405 - Advanced Issues of Professionalism**

Hours: 3-6

Students explore, evaluate, synthesize, and validate concepts of professionalism encountered during supervised clinical teaching. Students explore current topics and issues for public educators and understand the necessity for continued professional development. Regular seminar sessions will focus on the situations, questions, and concerns that arise directly from the clinical teachers' experiences in secondary public school classrooms. Prerequisites: SED 400; Minimum overall GPA of 2.75.

**SED 414 - Mgmt and Curr Dev for Div Lrn**

Hours: 3

Mgmt and Curr Dev for Div Lrn. Three semester hours. Contains the professional body of knowledge necessary for effective teaching. This course emphasizes methods of organizing and managing a classroom based on an understanding of diverse environments. Teacher skills which have been proven to be effective in supporting diversity in the classroom will be developed. The content of this course will include classroom management strategies, curriculum and lesson planning, teaching models, assessment models, and certification issues. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Profession Development portion of the TEXES test. Enrollment is limited to students accepted into the aide waiver program. Co-requisite SED 422.

**SED 415 - Eff Tchg in a Div Environment**

Hours: 3

Eff Tchg in a Div Environment. This course contains the professional body of knowledge necessary for effective teaching. This course focuses on understanding theories and strategies that address the needs of a diverse population. Included in this course will be diversity issues, refinement of classroom management and planning techniques, teaching strategies, and informal and formal assessment practices. 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 Aide Waiver program.

**SED 416 - Edu Research for Eff Tchg**

Hours: 3

Edu Research for Eff Tchg. Three semester hours. This course 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 Aide Waiver Program.

**SED 422 - Internship in Teaching**

Hours: 3

Internship in Teaching. Three semester hours. (Same as ELED 422) Supervised experiences in the secondary school designed for post-baccalaureate students who are seeking initial certification at the graduate level. Students will be supervised by teachers, administrators, and University liaisons. Regular seminar sessions may be held and will focus on concerns related to classroom management practices, curriculum development, and/or instructional strategies.

**SED 489 - Independents 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.

**SED 490 - Honors Thesis**

Hours: 3

**SED 491 - H Ind Honors Rdg**

Hours: 3

**SED 497 - Special Topics**

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.