

# EDUCATION (ED) (EDUC)

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## **ED 311. Teaching and Learning for Social Change (EL). 3 Hours.**

This foundational education course explores the breadth of educational settings for students and the role the teacher plays in disrupting structural inequities and advancing justice in the classroom. Cultural, emotional, physical, intellectual, and learning differences are studied for their impact on learning abilities and educational opportunity. The course draws upon a framework of understanding that includes the 1) introduce and prepare sections of the teacher education learning cycle and 2) the four dimensions of equity. Students will apply educational theory to practical implementation of high leverage practices and consider how such practices enhance learning for all students. Students must be considered in their junior year and will be required to participate in 10 hours of field experiences and participate in practice-based learning opportunities to complete course requirements. This course integrates the principles of experiential learning and meets the criteria for field work.

## **ED 321. Foundations of Education for Secondary (EL). 3 Hours.**

This course provides students seeking certification in grades 4-8 and 7-12 skills for designing instruction and assessment that promote a growth mindset and create a positive, productive classroom environment. Students will apply skills and knowledge in lesson and unit planning as well as content pedagogy specific to area of certification. Traditional as well as innovative technologies will be addressed. State of Texas Assessments of Academic Readiness (STAAR) and End of Course Exams (EOC) effective content pedagogy will be emphasized in this course. This course integrates the principles of Experiential Learning and meets the criteria for field work.

## **ED 331. Classroom and Behavior Management. 3 Hours.**

This course presents current strategies for classroom and behavior management including classroom procedures and expectations, organization of materials, and classroom space for optimum learner benefit. An emphasis will be placed on the high-leverage instructional practice, developing meaningful relationships. University students will engage in strategies that support equity for diverse and marginalized students and large diverse classrooms. Basic federal and state laws for all teachers, including teachers of students with disabilities (dyslexia, emotional/behavior disorders, autism), English as a Second Language (ESL) and other at-risk students will also be presented. This course will require university students to learn and practice strategies and techniques through authentic and interactive field experiences. Prerequisite: Admitted to the Teacher Preparation Program.

## **ED 403. Curriculum for Teaching Young Children. 3 Hours.**

This course is an advanced level of teaching in early childhood classroom. Based upon completion of ECE 401 and 402, this course focuses contemporary theories from the field of early childhood education. Teacher candidates are expected to conceptualize theories and ideas for enhancing their teaching practices. Using early childhood educational approaches, lesson planning and teaching will be rehearsed. Topics include strategies for understanding young children; core principles and practices in early childhood education; pedagogical strategies for facilitating children to be active learners; creating a sense of community in the classroom; and family-school-community partnerships. Prerequisite: ECE 401.

## **ED 410. Clinical Practicum for Initial Certification. 6 Hours.**

This course provides clinical experience in the public school setting as part of the alternative teacher certification programs. Clinical candidates participate in 72 complete instructional days in an assigned classroom with a Cooperating Teacher. A university field supervisor in conjunction with the Cooperating Teacher supervises the Clinical Teacher. Clinical Teachers and Cooperating Teachers participate in co-teaching throughout 15 weeks of placement. course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisites: Admission to alternative teacher certification program and completion of program requirements.

## **ED 434. Classroom Management and Teaching Strategies. 3 Hours.**

This course examines teaching strategies such as exposition, demonstration, and inquiry. Also, students will study, observe, and demonstrate an understanding of various classroom management theories. A field experience component is required. Prerequisite: Admission to the Teacher Preparation Program.

## **ED 435. Secondary Content Pedagogy. 3 Hours.**

This course provides students seeking certification in grades 4-8 and 7-12 with pedagogical best-practices. Students will learn lesson planning, assessment, and available resources for their specific content area. Methods for accessing and processing information through traditional as well as new technologies will be addressed. Prerequisite: Admission to the Teacher Preparation Program.

## **ED 485. ACP Supervised Internship. 3 Hours.**

This course provides Teacher Candidates who have accepted a position as a teacher of record in a local public school supervised experiences working under an Intern or Probationary Certificate. Students must successfully complete two semesters of this course for 6 SCH to be recommended for certification. A university field supervisor in conjunction with a mentor teacher supervises the intern. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. Prerequisite: Admission to alternative teacher certification program and completion of program requirements.

## **ED 486. Content Knowledge for EC-6 Educators. 3 Hours.**

This course provides students seeking EC-6 certification with a greater understanding of English, Language Arts and Reading (ELAR), Math, Science, Social Studies, Fine Arts, Health and Physical Education content knowledge as outlined by the EC-6 educator competencies.

## **ED 487. Strategies for EC-6 Educators. 3 Hours.**

This course provides students seeking EC-6 certification instruction in research based instructional teaching strategies utilize in educating the diverse populations of students in public schools.

## **ED 489. Individual Study. 3 Hours.**

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

**ED 495. Field-Based Co-Teaching Semester. 3 Hours.**

This course provided clinical experience in the public school setting as part of the field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend six hours per week for 12 weeks in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 1 is the first semester of the co-teaching assignment (2 semesters) in which the Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principles of experiential learning and meets the criterion for internship. Prerequisite: Met admission requirements to undergraduate field based placement guidelines.

**ED 496. Clinical Co-Teaching Semester (EL). 3 Hours.**

This course provided clinical experience in a public school setting as part of field experience requirements for the undergraduate Teacher Preparation Program. The Teacher Candidate is required to spend 72 complete instructional days in an assigned classroom. A university field supervisor in conjunction with the cooperating teacher supervises the Clinical Teacher. Block 2 is the second semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are co-teachers for the public school class. Course graded on Satisfactory (S) or Unsatisfactory (U) basis for 3 SCH. This course integrates the principals of experiential learning and meets the criterion for internship. Prerequisite: successful completion of ED 495, continued acceptance in the public school classroom, and completion of program requirements.

**ED 497. Special Topics. 3 Hours.**

Instructors will provide an organized class designed to cover areas of specific interest. Students may repeat the course when topics vary. Prerequisite: None.

**ED 500. Induction for Novice Teachers. 3 Hours.**

Prerequisite: Employment in a local public school. This is systematic training and ongoing support for new teachers before the first day of public school and continuing throughout the first semester. Students in the Alternative Certification Program, those in POINTE: Partnering Opportunities Inspiring Novice Teacher Excellence (a Regents Initiative II program), and newly certified teachers are invited to participate to enhance their public school students achievement and for their own career satisfaction. The course will begin with two days in the summer of training for setting up their classrooms and gearing up for the first week of their teaching career. A Needs Assessment will be conducted during these sessions that will determine the topics of the speakers for the monthly seminars.

**ED 503. Curriculum for Teaching Young Children. 3 Hours.**

In this course, students will study research-based program models and curricula appropriate for both early childhood and developmentally delayed children.

**ED 506. Classroom Management and Basic Law for Teachers. 3 Hours.**

This course presents all aspects of classroom management from organizing classroom space to strategies for dealing with student behavior. Basic Texas education laws will be presented ranging from contracts to the First Amendment in schools. This course will prepare the student to feel confident not only on the first day of school but for the entire year. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 508. Introduction to Teaching. 3 Hours.**

This course examines learning theories along with their impact on strategies for effective teaching. Educational measurement and evaluation (STAAR) used by schools will be studied. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 510. Clinical Practicum for Initial Teacher Certification. 6 Hours.**

This course provides practical work in the public school setting which includes clinical teaching for the Graduate/Alternative Certification Program (ACP). Clinical teachers participate for 15 weeks in a public school setting. Teaching by the clinical teacher is directed and supervised by an Instructional Leadership Team (ILT). A required orientation and seminars will be offered which address various legal and ethical issues of education as well as current educational topics. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis for 6 SCH. Prerequisite: Candidate must meet eligibility requirements for admission to the Alternative Certification Program and complete "Intent to do Clinical Practicum" by October 1.

**ED 520. Education Research Literature and Techniques. 3 Hours.**

This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Admission into the Educator Preparation Program or instructor permission.

**ED 530. Human Growth and Development for Educators. 3 Hours.**

This course examines cognitive, physical, psychological, and social development of humans from conception through adolescence (0-20 years). Theoretical frameworks, critical issues, and current research pertaining to each life-stage are included. Educational implications of domain specific developmental factors are highlighted. Study of the overlay of creativity, resiliency, and focus of control are added psychological variables integrated for further understanding of developmental influences on student success and/or failure in learning and school. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 547. Evaluating Learning. 3 Hours.**

This course will address the components of a comprehensive assessment program to improve student achievement, the process and procedures to manage these systems, the differences and similarities between formative and summative assessment. The course considers the situational application of assessing student needs, developing instructional goals, designing instructional assessments to achieve goals, and evaluating students' work for improvement and achievement. Students will learn the importance of the alignment of the written, taught, and tested. Prerequisite: ED 520 and must be admitted into the Alternative Certification Program.

**ED 551. Effective Strategies for Student Success. 3 Hours.**

This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom. Prerequisite: ED 520.

**ED 557. Innovative Learner-Centered Strategies for Student Success. 3 Hours.**

This course contains the professional body of knowledge necessary for the effective teaching of diverse learners for student success. Course emphasis is centered on understanding theories and strategies that address the needs of a diverse population in the public school systems. Prerequisite: Must be admitted into the Alternative Certification Program.

**ED 570. Strategies in Composition. 3 Hours.**

This course engages students in research and evaluation of teaching composition, remedial, and creative writing. In addition, each student researches an area of special interest within the field of composition studies, writes a review of this research, and presents a summary of findings in an oral presentation to the class. This course is cross listed with ENG 570. Prerequisite: Instructor permission. Corequisite: ED 571.

**ED 571. Improving Students' Writing in the School. 3 Hours.**

Students analyze current research in composition and writing across the curriculum, with special emphasis upon the theoretical approach developed by the National Writing Project. Further, after researching an area of special interest, each student applies theoretical principles by developing a unit of instruction and presenting a demonstration. This course is cross listed with ENG 571. Prerequisite: Instructor permission. Corequisite: ED 570.

**ED 573. Leadership and Mentoring in Education. 3 Hours.**

ED573 is a core requirement for graduate students seeking a degree in Curriculum & Instruction or a prescribed elective for graduate students seeking master teacher certification. The course focuses on building leadership capacity with a focus on diversity, equity, and inclusion through the role of the master teacher. Techniques for effective consultation, mentoring, and coaching will be addressed along with specific strategies for professional collaboration. The content of this course will be included in comprehensive exams for degree seeking students. Prerequisite: ED 520.

**ED 577. Public School Law for Teachers. 3 Hours.**

This course educates current and future teachers to become legally literate. A study of the federal and state legal framework will serve as the foundation for a more in-depth investigation of the impact of, and relationship between, constitutional, statutory, administrative, and judicial (case) law on a teacher's personal and professional life. Prerequisite: None.

**ED 578. Global Studies in Education. 3 Hours.**

This course addresses the concepts and theoretical approaches of comparative education and investigates relevant global issues through international field experience and cultural immersion. Prerequisite: Course requires travel outside of the United States.

**ED 580. Professional Certificates Practicum. 0 Hours.**

This course is a zero schedule hour course required in the final semester of professional certificate and/or degree programs with certificate. During the practicum students are engaged in 160 clock hours of activity to demonstrate proficiency in each of the educator standards for the certificate class being sought. Prerequisite: Candidates must have the approval of the program coordinator and the university certification coordinator before enrolling in the course.

**ED 585. Alternative Certification Program Supervised Internship. 3 Hours.**

This course provides supervised experiences for interns on Probationary Certificates. A total of six hours, over two semesters, must be earned to be recommended for a Standard Certificate. This course is graded on a Satisfactory (S) or Unsatisfactory (U) basis. Prerequisite: Meets admission requirements to the Alternative Certification Program and obtains Probationary Teaching Certification.

**ED 589. Individual Study. 3 Hours.**

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

**ED 590. Curriculum Alignment for School Improvement. 3 Hours.**

This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools. Prerequisite: ED 520.

**ED 591. Interdisciplinary Curriculum Design. 3 Hours.**

This course addresses theories and related practices of applied curriculum leadership including topological and deep alignment of the written, taught, and tested curriculum. Students will study research-based curriculum-related elements of high performing schools across disciplines within a specific context. Prerequisite: Participation in a TISD co-hort.

**ED 592. Interdisciplinary Curriculum Delivery. 3 Hours.**

This course focuses on effective best-practice teaching and learning strategies aligned to the written and assessed curriculum. Emphasis is placed on the use of research-based instructional strategies in the classroom within a specific context. Prerequisite: Participation in a TISD co-hort.

**ED 593. Teaching in a Multicultural Setting. 3 Hours.**

This course surveys the historical, psychological, social, and economic factors influencing pupil behavior in the public school setting. Students investigate in-depth cross-cultural studies and teaching strategies relating to subject matter and social-education experiences of major U.S. minority groups.

**ED 597. Special Topics. 3 Hours.**

This is an organized class designed to probe new curricula designs, instructional strategies, or evaluative techniques. May be repeated when topics vary.

**EDUC 1301. Introduction to the Teaching Profession. 3 Hours.**

This course introduces the student to teaching as a career choice. This course examines student diversity within American public schools and changes in American society that influence classrooms. Foundations in education and the complexities in the teaching profession will be explored. The field experience component will include 16 hours of structured observations and participation in public schools.

**EDUC 2301. Introduction to Special Populations. 3 Hours.**

This course introduces the student to the foundations of multicultural education. This course explores education in a changing society as well as historical and theoretical perspectives on multicultural education. It focuses upon diversity in the classroom including culturally and linguistically diverse learners, students who are at-risk for failure, and exceptional learners. The field experience component will include 16 hours of structured observations and participation in the schools to examine multicultural teaching in action. This course applies to EC-12 majors with special populations.