MASTER OF SCIENCE-CURRICULUM AND INSTRUCTION

Admission Requirements

• Baccalaureate Degree
• Minimum of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
• Letter of intent completed in the testing center
• Passing Score on the TExES exam
• Resume
• Official Scores on the GRE or MAT

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ED 520</td>
<td>Education Research Literature and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>ED 547</td>
<td>Evaluating Learning</td>
<td>3</td>
</tr>
<tr>
<td>ED 551</td>
<td>Effective Strategies for Student Success</td>
<td>3</td>
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<tr>
<td>or ED 592</td>
<td>Interdisciplinary Curriculum Delivery</td>
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<tr>
<td>ED 573</td>
<td>Leadership and Mentoring in Education</td>
<td>3</td>
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<tr>
<td>ED 590</td>
<td>Curriculum Alignment for School Improvement</td>
<td>3</td>
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<tr>
<td>or ED 591</td>
<td>Interdisciplinary Curriculum Design</td>
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Select three semester credit hours from the following:

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<tbody>
<tr>
<td>ED 577</td>
<td>Public School Law for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ESL 593</td>
<td>United States Ethnic Minority Studies</td>
<td></td>
</tr>
<tr>
<td>ITED 520</td>
<td>Instructional Design and Development</td>
<td></td>
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Approved electives in one or two areas of concentration 1

Minimum Hours for Degree

36

1 Areas of concentration include a variety of academic disciplines such as English, History, Mathematics, Science, Mathematics Education, Science Education, Reading, Arts Integration and Instructional Technology.

Graduate Courses in Education

**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: Must be admitted into the Alternative Certification Program.

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 addresses formative and summative assessments of learning. Related statistical analysis concepts are also studied. 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.
This course focuses on building leadership through research-based strategies. The role of the professional as consultant, mentor, and coach is discussed. 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.

ITED 520. Instructional Design and Development. 3 Hours.
This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. This course replaces ITED 502 and 503. Prerequisite: Permission of the instructor.

Faculty
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