

# MASTER OF SCIENCE IN CURRICULUM AND INSTRUCTION W/ TEACHING CERTIFICATION

## Admission Requirements

- Baccalaureate Degree
- Minimum of cumulative 3.0 GPA
- \$35.00 application fee
- Letter of intent completed in the testing center
- Passing Score on PACT exam or Assigned exam
- Résumé

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

Review Admission Criteria and Application on website and on the TK20 (<https://tamut.tk20.com/campustoolshighered/start.do>) website. For more information, contact [acp@tamut.edu](mailto:acp@tamut.edu).

## Degree Requirements

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

Code	Title	Hours
<b>Interdisciplinary Core Courses</b>		
ED 520	Education Research Literature and Techniques	3
<b>Major Courses</b>		
ED 547	Evaluating Learning	3
ED 557	Innovative Learner-Centered Strategies for Student Success <sup>1</sup>	3
ED 573	Leadership and Mentoring in Education	3
ED 590	Curriculum Alignment for School Improvement	3
or ED 591	Interdisciplinary Curriculum Design	
ITED 511	Teaching with Emerging Technologies <sup>1</sup>	3
<b>Education Concentration</b>		
ED 506	Classroom Management and Basic Law for Teachers <sup>1</sup>	3
ED 508	Introduction to Teaching <sup>1</sup>	3
SPED 540	Introduction to Exceptionalities <sup>1</sup>	3
ED 530	Human Growth and Development for Educators <sup>1</sup>	3
Select one of the following certifications:		
Elementary Certs.		
RDG 501 & RDG 562	Fundamentals of Early Literacy Instruction and Diagnostic and Prescriptive Reading for Elementary Students	
Secondary Certs.		
RDG 563	Content Area Literacy Instruction	
Approved elective		
Minimum Hours for Degree		36

<sup>1</sup> Courses Required for Teaching Certification

## Graduate Courses in Education

### 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 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 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 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 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.

**ITED 511. Teaching with Emerging Technologies. 3 Hours.**

The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.

**SPED 540. Introduction to Exceptionalities. 3 Hours.**

This course provides teachers with a foundational knowledge and basic understandings needed to work with students with exceptionalities. Students will investigate the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Prerequisite: Must be admitted into Alternative Certification Program.

**RDG 501. Fundamentals of Early Literacy Instruction. 3 Hours.**

The purpose of this course is to provide EC-6 teacher candidates with the knowledge and skills necessary to provide early literacy instruction to students in Kindergarten through 2nd grade that is aligned to the Science of Teaching Reading. Students will develop competency in the components of early literacy including letter naming fluency, oral language development, phonological awareness, phonics, comprehension, vocabulary development, spelling, and fluency. A variety of research-based strategies will be used to create lesson plans that reflect diverse and equitable practices and differentiate by student need. Prerequisite: Must be admitted to the Alternate Teacher Certification Program or the Reading Specialist Program.

**RDG 562. Diagnostic and Prescriptive Reading for Elementary Students. 3 Hours.**

This course provides a framework for assessing students in all components of reading instruction aligned to the Science of Teaching Reading in order to gather data regarding strengths and weaknesses in literacy development in elementary students. Students will practice effective assessment techniques, data analysis and incorporate research-based strategies for addressing deficits or enhancing strengths into intervention lesson planning to scaffold student learning. Prerequisite: Must be admitted into Alternative Certification Program or Reading Specialist Program.

**RDG 563. Content Area Literacy Instruction. 3 Hours.**

This course equips content area teachers with research-based strategies and skill to incorporate reading into science, mathematics and/or social studies. Students will utilize strategies for morphemic awareness, comprehension, vocabulary and written expression to develop a unit of study based on the TEKS for a subject area of choice. Additionally students will assess curriculum materials and learn about additional tools and accommodations that teachers use to bridge student reading deficits to allow learning in the content area how to help their students learn the material presented.

**Faculty**

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