

MASTER OF SCIENCE- INTERDISCIPLINARY STUDIES W/ TEACHER CERTIFICATION

Admission Requirements

- Baccalaureate degree
- Minimum of cumulative 2.80 GPA or 2.80 GPA in last 60 hours of undergraduate degree program
- Teacher Certification candidates must submit a passing score on the TExES exam for Admission
- Three letters of academic recommendation
- Writing sample conducted in campus Testing Center
- Letter of interest with statement of goals included
- Resume
- **Teacher Certification candidates must also submit an application through the TK20 (<https://tamut.tk20.com/campustoolshighered/start.do>) website.**

For more information, contact the Graduate Alternative Certification Program Office at 903-223-3044 or education.department@tamut.edu.

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.

Contact: Dr. Del Dougherty. Phone: 903-223-3073. Email: ddougherty@tamut.edu

Degree Requirements

Students must meet with an advisor from the graduate alternative certification program in education and the MSIS program prior to enrolling in any coursework. Your advisor will help you choose your electives.

Code	Title	Hours
Education Concentration		
IS 501	Interdisciplinary Studies Seminar	1
Research Methods:		3
ED 520	Education Research Literature and Techniques	
ENG 593	Research in Composition	
ENG 595	Research Literature and Techniques	
HIST 500	Historiography	
PSY 540	Research Literature and Techniques	
Anchor Discipline - Education		
ED 506	Classroom Management and Basic Law for Teachers	3
ED 508	Introduction to Teaching	3
ED 530	Human Growth and Development for Educators	3
ED 557	Innovative Learner-Centered Strategies for Student Success	3
Supplemental Discipline #1 ¹		9
Supplemental Discipline #2 ¹		9
IS 590	Capstone Portfolio I	1
IS 591	Capstone Portfolio II	1
Minimum Hours for Degree		36

¹ Supplemental discipline options in 1 of the following disciplines: Biology, Communication, English, History, Education Administration, Adult & Higher Education, Mathematics, Math Education, instructional Technology, Special Education, Education, Reading, Psychology (see program advisor to select courses), Economics, Management, Counseling, or a discipline transferred from another accredited institution with approval of advisor.

Graduate Courses in Teacher Certification

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 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 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.

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.

IS 595. Research Literature and Techniques. 3 Hours.

This is a review of research studies produced by investigators in student's major field with emphasis on investigative and verification techniques employed. Students will demonstrate competence in using systematic research techniques by investigation and formal reporting of a problem.

IS 596. MSIS Research Project. 3 Hours.

This is an independent/directed study course wherein the student refines and completes a final project for the MSIS degree. The instructor and an outside evaluator will work with the student during the semester, with the student submitting rough drafts of the project throughout the semester. The student will be evaluated by their mentor and two additional faculty. The faculty will look for evidence that the student has mastered the learning outcomes expected in the MSIS 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.