

EDUCATION (ED) (EDUC)

ED 311. Growth and Development for EC-12 Grade. 3 Hours.

This introductory education course explores the various theorist relating to children's growth and development and their relationship to teaching. Students will study how human development impacts a child's learning abilities along with the relationship to teaching pedagogy. Students must be considered in their junior year and will be required to participate in 5 hours of classroom observations. Students seeking teacher certification will complete the application to the TPP in this course.

ED 321. Secondary School Methods. 3 Hours.

This course provides students seeking certification in grades 4-8 and 7-12 skills for reading, critiquing, and adapting curriculum, planning effective instruction, creating assessments that provide a feedback loop, implementing differentiated methods for diverse populations, and delivering content effectively. Students will apply skills and knowledge in lesson plans, unit plans, and teaching simulations. This course integrates the principles of Experiential Learning and meets the criteria for fieldwork.

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 402. Physical Education, Health, and Music Methods for Elementary Educators. 3 Hours.

This course enables students seeking an EC-6 certification to engage in a broad overview of Fine Arts, Physical Education, and Health as experienced in an elementary school setting. This course will support teacher candidates as they guide students to develop their creativity, discover new interests, build academic and social-emotional skills through fine arts, PE, and health education. Teacher candidates will build broad content knowledge and content-specific pedagogical knowledge in preparation for designing and delivering instruction in fine arts, visual arts, music, theater, health, and physical education. Prerequisite: Must be admitted to TPP or ACP.

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.

ED 404. Texas School Law for Educators. 3 Hours.

This course is designed to examine the legal framework and study the impact of any relationship between constitutional law, statutory law, administrative law, and judicial law that influence educators. School teachers must be able to manage a multitude of legal issues. Therefore, this course will have a focus on the Family Educational Rights and Privacy Act (FERPA), privacy rights, student attendance, discipline, personnel law, special programs, and sexual discrimination [Title IX] from the perspective of a classroom teacher. The goal of this course is to assist teachers in preventing litigation against themselves as well as their school districts while providing a high-quality education to all students under their care.

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. 1 Hour.

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. 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 1 SCH. Prerequisite: Admission to alternative teacher certification program and completion of program requirements.

ED 486. Social Studies, ELAR, Art, and Theatre Arts Methods for Elementary Educators. 3 Hours.

This course is designed for aspiring elementary educators seeking to develop both content knowledge and content-specific pedagogical skills across multiple subject areas. This course will focus on social studies, art, and theatre arts, with a secondary emphasis on integrating English Language Arts (ELAR) skills into social studies instruction. Through a combination of theoretical exploration and practical application, teacher candidates will learn to design and implement engaging and effective learning experiences that promote student learning and critical thinking. In this course, students will explore effective teaching methods and strategies across disciplines, learning to select, evaluate, and adapt curriculum and materials to meet diverse student needs. They will develop skills in designing and implementing various forms of assessment to inform their instruction and provide targeted feedback. Students will also deepen their content knowledge in social studies, art, and theatre arts, gaining an understanding of key concepts, historical contexts, and cultural perspectives. Additionally, students will learn to create inclusive learning environments that foster creativity, critical thinking, and respect for cultural diversity.

ED 487. Content and Strategies for EC-6 Math and Science. 3 Hours.

This course is designed for aspiring elementary educators seeking to develop both content knowledge and content-specific pedagogical skills in mathematics, science, and physical education. This course will emphasize practical application and inquiry-based learning, preparing teacher candidates to create engaging and effective learning experiences that promote student understanding and critical thinking. In this course, students will explore effective teaching methods and strategies specific to each discipline. They will learn to design and conduct inquiry-based scientific investigations, select appropriate tools and materials for science instruction, and implement assessments to monitor student learning. In mathematics, students will focus on facilitating mathematical discourse, planning instruction that promotes understanding of key concepts, and using assessments to inform their teaching. In physical education, students will learn to design developmentally appropriate activities that promote motor skills, fitness concepts, and positive social behaviors, while ensuring a safe and inclusive learning environment. Throughout the course, students will also deepen their content knowledge in each subject area, gaining a strong foundation for effective instruction.

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 490. Field Based Enactment. 3 Hours.

This field-based course provides teacher candidates with opportunities to apply evidence-based instructional strategies learned in concurrent methods coursework within authentic K-12 classroom settings. Candidates will gain practical experience designing, implementing, and reflecting on lessons and activities in diverse learning environments, focusing on math, science, social studies, ELA, and fine arts. Through a minimum of 50 hours of field-based experiences, candidates will develop proficiency in various instructional approaches, classroom management techniques, and assessment strategies, while also working towards fulfilling the Texas Administrative Code (TAC) §228 requirements for field-based experiences. This course emphasizes collaboration with cooperating teachers, reflective practice, and developing a deeper understanding of student learning and development.

ED 495. Clinical Experience I. 3 Hours.

This course provides interactive clinical work in the public-school setting as part of clinical teaching requirements for the undergraduate Teacher Preparation Program (TPP). University students are identified as Teacher Candidate (TC). The number of days in the TCs assignment will depend upon the chosen pathway (see handbook) in an assigned classroom under the supervision of a university field supervisor, cooperating teacher, and campus administrator. ED 495 is the first semester of the co-teaching assignment (2 semesters) in which Teacher Candidate and Cooperating Teacher are considered co-teachers for the class. Teacher Candidates are required to complete performance assessments and adequately meet proficiency requirements through performance gates. Prerequisite: Approved field-based assignment by TPP.

ED 496. Clinical Experience II. 3 Hours.

This course provides clinical work in the public-school setting as part of field experience requirements for the undergraduate Teacher Preparation Program (TPP). The number of days in the TCs assignment will depend upon the chosen pathway (see handbook) in an assigned classroom under the supervision of an Instructional Leadership Team (ILT) to include University Field Supervisor, Cooperating Teacher, and campus administrator. ED 495 Clinical Experience I(prerequisite) is the first semester of the Co-Teaching assignment (2 semesters) in which Teacher Candidate and their Cooperating Teacher are considered Co-Teachers for the class in a public-school setting in the grade level and content of the certification they are seeking. Students will complete observations, seminar requirements, adequately meet proficiency requirements through performance gates, and additional requirements as assigned by the field supervisor. This semester is the culmination of the entire curriculum of study for education students and it is instrumental in preparing them to teach. Prerequisites: Successful completion of ED 495;pass the official TExES Pedagogy and Professional Responsibilities EC-12 (160) exam; pass the representative content test for the sought certification area and make at least one attempt on the official TExES content exam. If not passed, a follow up meeting will be required with the Field Supervisor to create a study plan; additional requirements may be necessary before being released for the second attempt; continued good standing with district/campus placement.

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 505. Digital Literacy for Educators. 3 Hours.

Exploration of new and emerging technologies as powerful tools for enhancing K12 students' development and learning. This course provides the educator with an understanding of how to plan, deliver and assess virtual instruction as well as provide learners with an understanding of digital citizenship.

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. Research Design. 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.

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 to Master of Instructional Development or 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 and must be admitted to Master of Instructional Development or Alternative Certification Program.

ED 552. Classroom Assessment: Design, Implementation, and Analysis. 3 Hours.

This comprehensive course equips educators with essential knowledge and skills in classroom assessment literacy. Students will explore the fundamental principles of assessment development, focusing on both the creation and interpretation of classroom assessments that drive instructional decisions. The course emphasizes practical approaches to designing, selecting, and implementing assessments that yield accurate information about student achievement. Special attention is given to understanding assessment related concepts, creating reliable selected response and constructed response items, and using assessment results to enhance teaching effectiveness and student learning.

ED 554. Curriculum Evaluation. 3 Hours.

This course focuses on the evaluation of curriculum for facilitating continuous improvement in the instructional programs. Sound research-based practices related to planning, supervision, curriculum development and delivery, program evaluation, and change management for diverse learners in a multicultural setting.

ED 555. Learning Theories. 3 Hours.

This course will provide the learner with an overview of major contemporary approaches to the study of human learning. The focus of the course will be the linkage between theory and educational practice. This course will include factors which influence the process of learning, and application of these theories and processes to general and special populations.

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 and must be admitted to Master of Instructional Development or Alternative Certification Program.

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 Design and Development. 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 and must be admitted to Master of Instructional Development or Alternative Certification Program.

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.

An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high needs fields. The course provides students with opportunities to participate in early field observations at all levels in P-12 schools with varied and diverse student populations and provides students with support from college and university faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling classrooms. Course content should be aligned as applicable with the State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

EDUC 2301. Introduction to Special Populations. 3 Hours.

An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.