

Curriculum and Instruction

Kathryn Dixon (Department Head)

Location: Sowers Education South Building, 903-886-5537

Curriculum and Instruction Web Site (<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/curriculumInstruction/default.aspx>)

The Department of Curriculum and Instruction at Texas A&M University-Commerce, in collaboration with the region's public schools, offers students an opportunity to learn the craft of teaching through field-based experiences in K-12 educational settings.

Our faculty is comprised of outstanding educators who have earned doctoral degrees from universities throughout the United States. In addition to publications in academic journals and presentations at professional educational conferences, many faculty have published textbooks and other professional material. But the greatest tribute to the faculty in the Department of Curriculum and Instruction is their continuing involvement, through our field-based programs, with the public school districts of Texas.

The department also teaches courses for the post bac program for those with degrees in fields other than education.

Leo Teach Programs

Education Major with Certification in Elementary & Middle Level Education

The Bachelor of Science in Education (BS) and Bachelor of Arts in Education (BA) degrees with a major in Education are the state approved degree programs which prepare candidates to meet minimum academic requirements for the Texas Elementary Teaching Certificate. The degree program requires the completion of a minimum of 120 semester hours (number of hours varies by program).

This outstanding program has won the Christa McAuliffe Showcase for Excellence Award from the American Association of State Colleges and Universities and other prestigious recognitions. Students spend the second half of their sophomore year and their junior year in education major courses that prepare teachers in the content of the elementary school curriculum and specializations such as math, science, math/science, social studies, English/language arts (4-8 grades) or EC-6 Generalist (includes ESL instruction) with Bilingual or Special Education areas of emphasis. During the junior year, students begin professional development courses that incorporate 45 hours of field experience in public schools. During the senior year students spend extended time working with a team of public school teachers and university faculty.

The university reserves the right to change the curriculum or requirements for degrees or certificates to comply with state laws/regulations. The student assumes full responsibility for meeting all university requirements and for keeping current with all curriculum changes that might affect graduation and/or certification.

Secondary and All-Level Education

The Department of Curriculum and Instruction offers undergraduate professional development courses for students seeking Secondary certification (7th/8th through 12th grades) or All Level certification (Early Childhood through 12th grades). Students major in a content-based teaching field while obtaining pedagogy and educational professional development course work through the Department Curriculum and Instruction. The student should obtain advising from both the advisor in his or her major department and from a Curriculum and Instruction faculty mentor. Students with bachelor's degrees who want to teach should consult the Graduate Catalog for requirements leading to certification.

Students seeking a bachelor's degree along with teacher certification at the secondary level must complete all university requirements for the Bachelor of Science degree or Bachelor of Arts degree for the area of your major listed in the bachelor's degree requirements section of this catalog, and any additional requirements established by the university.

The university reserves the right to change the curriculum or requirements for degrees or certificates to comply with state laws/regulations. The student assumes full responsibility for meeting all university requirements and for keeping current with all curriculum changes that might affect graduation and/or certification.

B.A./B.S. - Teacher Certification, EC-6 Generalist (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-ec6-generalist/>)

B.A./B.S. - Teacher Certification, EC-6 with Bilingual (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-ec6-with-bilingual/>)

B.A./B.S. - Teacher Certification, EC-6 with Special Education (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-ec6-with-special-education/>)

B.A./B.S. - Teacher Certification, MLED, 4-8 ESL English/Language Arts/Reading (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-mled-4-8-esl-english-language-arts-reading/>)

B.A./B.S. - Teacher Certification, MLED, 4-8 ESL Mathematics (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-mled-4-8-esl-mathematics/>)

B.A./B.S. - Teacher Certification, MLED, 4-8 ESL Science (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-mled-4-8-esl-science/>)

B.A./B.S. - Teacher Certification, MLED, 4-8 English/Language Arts Reading (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-mled-4-8-english-language-arts-reading/>)

B.A./B.S. - Teacher Certification, MLED, 4-8 Math/Science (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-mled-4-8-math-science/>)

B.A./B.S. - Teacher Certification, MLED, 4-8 Mathematics (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-mled-4-8-mathematics/>)

B.A./B.S. - Teacher Certification, MLED, 4-8 Science (<http://coursecatalog.tamuc.edu/undergrad/colleges-and-departments/education-human-services/curriculum-instruction/teacher-certification-mled-4-8-science/>)

B.S. - Early Childhood Education

B.A./B.S. - Teacher Certification, General Information

The major in Education offers two levels of certification

- The Early Childhood Level EC-6th Grade, options are:
 - EC-6 Core Subjects (Includes courses to support ESL)
 - EC-6 Bilingual (Spanish)
 - EC-6 Special Education
- The Middle Level 4th - 8th Grade, options are:
 - 4-8 Math
 - 4-8 Science
 - 4-8 Math/Science
 - 4-8 English/Language Arts/Reading
 - 4-8 Science with English as a Second Language (ESL)
 - 4-8 Math with English as a Second Language (ESL)
 - 4-8 English/Language Arts/Reading with English as a Second Language (ESL)
 - 4-8 Social Studies (See History Department Advisor)
- If you are a current Educational Aide, see your Academic Advisor
- **Students seeking a BA will be required to take 12 hours of a Foreign Language.**
- **Professional Education and Support Courses**

Professional education is that component in the program which provides the preservice teacher with:

1. Generic teaching skills required to plan, deliver, and evaluate teaching;
2. Organization and management skills needed for large group, small group, and individual instruction
3. Methods for teaching specific subjects in the elementary curriculum; and
4. Field experiences to practice the theories and methods learned at the university and in public school classrooms.

Benchmark One: Academic Advising (TSI/Course Completion Check/GPA)

Student will meet with an Academic Advisor to assure:

- Completion of a minimum of 45 semester credit hours of college coursework; COEHS Mentor Center provides course completion check.
- Texas Success Initiative (TSI) requirements met
- Overall GPA of 2.50 is a prerequisite to ELED 300 and RDG 350
- Minimum overall GPA of 2.75 as a prerequisite to SED 300/330 and RDG 380
- Documented Early Field Experience Observation Hours (ELED/SED 300 & 330/30 hours and RDG 350/15 hours)
- Degree Evaluation in My Leo (Degree Works) indicates courses and requirements still to be met throughout the student's program.
- Review of core course work for appropriate grades and completion (usually after earning 54 hours of core and interdisciplinary courses)
- Co- and prerequisites met

Benchmark Two: ADMISSION TO EDUCATOR PREPARATION PROGRAM

Students will begin the admission screening during the ELED 300 semester with the Department of Curriculum and Instruction.

- Students apply through Tk20 for admissions to the Educator Preparation Program. A Texas Education Agency assessment fee is applied at time of application.
- Students enrolled in ELED 300 will complete the application, which includes a teaching disposition survey. An assigned faculty member will review the completed survey.
- Overall GPA of 2.65, TSI complete and 12 hours in major coursework (15 hours for Math and Science majors)
- The results of the admission screening are recorded on the Educator Preparation Program Admission Interview Form within the Tk20 system. Upon receiving the Acceptance Survey, candidates must complete the survey to finalize formal admission into the program by the deadline provided by the certification office.
- Students who are accepted into the program must submit their acceptance survey in TK20 by the communicated deadline. Students who fail to complete the TEA required TK20 acceptance survey within the designated timeframe will be removed from the list of accepted students. They will then be required to complete the full program application and meet all requirements again.

In the event that an applicant is not successful with admission into the program the following pre-mediation/remediation steps will occur:

- Students who do not meet the disposition rubric score requirements or TEA screening requirements will be denied admission to the program.
- Students who do not meet admission requirements will be notified by certification office to determine next steps. For a pre-mediation/remediation action plan, students will be notified by department personnel.
- Students must reapply to the program and complete/meet all admissions requirements (disposition survey, minimum GPA, application fee, etc.) in order to be considered for admission into the program.

Benchmark Three: Complete the coursework and benchmarks required in the junior year prior to beginning internship placement:

All requirements for Admission to Professional Development Coursework must continue to be met and an official degree plan declared.

- Completion of a minimum of 80 semester credit hours of college coursework
- EFE hours (30 hours) documented in Tk20 - (ELED 300/RDG 350)
- Bilingual Generalist students meeting all requirements determined by the Department will be granted approval to take the BTLPT.
- C or better in English 1301 or 1302, College Algebra or (appropriate test score)
- GPA of 2.75 & Grade no lower than "C" in each:
 - Education Core, Concentration/Specialization, and Professional Development Courses
- All Education Core courses must be completed with a grade of C or higher if they are required for your degree. IS 351, IS 352, HHPK 324, MUS/THE/ART 305, Math 1350, Math 1351, SPED 346
- Overall GPA of 2.75 is a prerequisite to RDG 360, RDG 370 and RDG 380.
- Lacking no more than four hours to start Internship

Benchmark Four: Complete Application for Intern semester:

- Students must apply for their pre-clinical and clinical teaching placement in the field-based Teacher Education Program in the spring/fall semester prior to beginning the intern/clinical semester.
- The application is an online process within Tk20. The application opens on the 1st class day and remains open until the 12th class day.
- Students should apply the semester prior to starting their internship for EC-6/4-8 and clinical semester for SED/All-level.
- Applications may not be processed past this date. The application file will contain the following documents:
 - Application processing fee receipt
 - An autobiographical sketch (online submission process)
 - A signed commitment contract
 - A schedule of courses currently enrolled in and courses still lacking
 - Orientation PowerPoint Acknowledgement
- Students must meet all requirements under Benchmark Three.
- Departmental review and approval to interview and begin the intern/clinical semester. (If two or more separate faculty members file a Departmental Concern Form, a student may be prevented from interviewing or beginning the intern/clinical semester if a pattern of professional issues is documented.)
- Before participating in the field-based interview sessions with ISDs, Teacher Candidate applicants have an opportunity to attend a Q&A session to address questions and/or concerns related to the Orientation PowerPoint and prepare for intern/clinical interviews.

A student who does not meet the established criteria for approval to begin student teaching may appeal to the Departmental Appeals Committee or to TEARAC for permission to begin intern semester or clinical teaching, with the following exceptions:

- A student may not appeal to begin a pre-clinical/clinical teaching placement if they have not completed a successful interview that resulted in a confirmed placement.
- A student may not appeal a "Departmental review and non-approval to interview and begin internship." This occurs when faculty have professional concerns and complete two Department "Fitness to Teach" for Prospective Teacher Education Students Professional Behavioral Standards Evaluation Forms, which are filed in the department.
- A student may not appeal a low GPA.
- A student may not appeal a low Basic Skills Requirement score (Reading, Writing, or Math).

However, a student may appeal a grade below a "C" only if (a) the student's overall GPA is 2.75 or above and (b) the student's department gives written approval for the student to appeal to TEARAC.

Benchmark Five: Successful Interview and Field Based Placement

- Prospective interns are required to attend an interview session with partner school districts organized by a field-based center.
- District interviews are held in fall for spring placement and spring for fall placement for NET CPDT Centers. An interview schedule will be posted on the application website. The purpose of this interview session is to provide prospective interns with information about the various ISDs and to provide an opportunity for ISD personnel (often a team of the principal and Mentor/Cooperating teachers), to identify prospective interns with whom they would like to work.
- Once each prospective Teacher Candidate has interviewed with the team from their first choice district, respective districts identify the applicants to invite to be Teacher Candidates in their districts. The students will be notified by phone or email of their assignments by the Center Coordinator or Educator Certification & Academic Services staff.
- If a student does not have a satisfactory interview then they will be notified by departmental personnel about next steps.

Benchmark Six: First Semester of Senior Year- (Intern Semester)

- Interns must pass the Core Subjects/Content (for 4-8) prior to beginning the clinical teaching semester.
- Interns that are not successful passing the Core Subjects or Content exam prior to the beginning of their clinical teaching semester (as determined by the ILT) will be required to sit out (unable to take clinical teaching course work and be in the field) one consecutive full semester. The intern will be able to remain a teacher candidate in the program during this time period and will not have to appeal to TEARAC. An Intern who is not successful on the Core Subjects or Content exam after this time period will be deemed out of the Educator Preparation Program and will be required to appeal to TEARAC for readmission.

Benchmark Seven: Clinical Teaching

- Student must be enrolled in appropriate clinical teaching coursework
- Teacher Candidates must maintain a 2.75 GPA in clinical teaching, successfully complete clinical teaching seminar courses with no grade below a 'C' and have all other requirements and benchmarks met.
- Students should take any remaining TExES exams needed for their level or subject areas of certification. Students must follow the certification exam authorization process to gain approval for registering for exams. Information about the approval process is provided by the Center Coordinators.
- Students must apply for graduation at the beginning of their clinical teaching semester regardless if they choose to walk or not.

Benchmark 8: Recommendation for Certification

- Approval from the Instructional Leadership Team and Center Faculty for recommendation for certification.

Retention

To be retained in the Educator Preparation Program, a student must continue to meet all admission standards. A student may be dismissed from the teacher education program following a review of the student's admission status. This review can be requested by either TAMU-Commerce or public school personnel. A student may be withdrawn from internship or clinical teaching upon recommendation of the student's field based instructional leadership team (ILT). This withdrawal from internship or clinical teaching will result in the student no longer being retained in the teacher education program.

Certification

After completion of all degree and/or certification requirements, students may visit <http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/alternativecertification/filing-for-certification/default.aspx> to file for certification. Before the State Board for Educator Certification issues a certificate, a criminal history background check will be conducted and can result in the denial of certification to those persons with felony or misdemeanor convictions.

Secondary and All-Level Education

The Department of Curriculum and Instruction offers undergraduate professional development courses for students seeking Secondary certification (7th/8th through 12th grades) or All Level certification (Early Childhood through 12th grades). Students major in a content-based teaching field (see list below) while obtaining pedagogy and educational professional development course work through the Department Curriculum and Instruction. The student should obtain advising from both the advisor in his or her major department and from a Curriculum and Instruction faculty mentor. Students with bachelor's degrees who want to teach should consult the Graduate Catalog for requirements leading to certification.

List of Secondary and All-Level Certification Major Areas: For which teaching certification is available:

- Agricultural Sciences and Technology (6-12)
- Art (EC-12)
- Chemistry (7-12)
- Computer Science (8-12)
- English/Language Arts/Reading (7-12)
- History (7-12)
- Life Science (7-12)
- Mathematics (7-12)
- Music (EC-12)
- Physical Education (EC-12)
- Physical Science (6-12)
- Spanish (EC-12)
- Social Studies (7-12)
- Special Education (EC-12)
- Theatre (EC-12)

Degree and Certification

Students seeking a bachelor's degree along with teacher certification at the secondary level must complete all university requirements for the Bachelor of Science degree or Bachelor of Arts degree for the area of your major listed in the bachelor's degree requirements section of this catalog, and any additional requirements established by the university. These requirements include but are not limited to successfully completing:

ADMISSION TO EDUCATOR PREPARATION PROGRAM

Students will begin the admission screening during the ELED 300 or SED 300/330 semester with the Department of Curriculum and Instruction. Please note that ELED 300 and SED300/330 are a part of the student's required professional development coursework along with other courses taken in the same semester as indicated by your degree guide.

- Students apply through Tk20 for admissions to the Educator Preparation Program. A Texas Education Agency assessment fee is applied at time of application
- Student enrolled in SED 300/330 will complete the application, which includes a disposition survey. An assigned faculty member will review the completed survey.
- Overall GPA of 2.65, TSI complete and 12 hours in major coursework (15 hours for Math and Science major).

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- Students who do not meet admission requirements will be notified by certification office to determine next steps. For a pre-mediation/remediation action plan, students will be notified by department personnel.

- Students must reapply to the program and complete/meet all admissions requirements (disposition survey, minimum GPA, application fee, etc.) in order to be considered for admission into the program.

Additional Admission Requirements:

- **Core Curriculum Requirements** (refer to that section of this catalog);
- 3. Requirements for admission to professional development coursework;
- 30 hours of observation experience in public schools;
- Major coursework with a “C” or better;
- Overall GPA of 2.75;
- All professional development coursework with a “C” or better;
- All requirements for admission and retention into the teacher certification program; and
- Successful interview and placement with a partnership school district.

Field-Based Educator Preparation Program

Students pursuing certification for teaching in the secondary schools are required to participate in various field experiences. In SED 300, or for STEM candidates taking SED 330, SED 331, and SED 332, students observe in the schools for a minimum of thirty (30) clock hours. During the clinical teaching semester, candidates spend every day in the schools observing, studying, and teaching under the supervision of the university faculty and a public school mentor teacher(s). In addition to coursework, and internship/clinical teaching, to be certified, students must successfully complete at least two state administered examinations; one in the content area and one in the area of pedagogy and professional responsibilities. These exams are known as the TExES examinations (Texas Examinations of Educator Standards).

Secondary and All-level Field-Based Educator Preparation Program

Students should check with their content-area department advisor to gain approval to take the TExES content exam for their teaching field.

Students will receive approval to take the TExES Secondary Pedagogy and Professional Responsibility Test from the Department of C&I.

Secondary Certification Professional Development Course Requirements

Before participating in the clinical teaching semester, the candidate must have completed the necessary preparatory courses. The required courses may vary slightly depending on major, so consult with an advisor in your major department for confirmation. Most students seeking Secondary Certification will complete the following courses:

SED 300	Teaching Profession	3
PSY 300	Learning Processes and Development	3
RDG 380	Comprehension and Vocabulary in Middle and High Schools	3
ETEC 424	Integrating Tech into Curricul	3
Clinical Teaching Semester		
SED 400	Pedagogy and Classroom Management in Field-based Environments	3
SED 401	Technology Infused Curriculum and Assessment in Field-based Environments	3
SED 404	Secondary Teaching Practicum	3
SED 405	Secondary Residency in Teaching	3-6

All-Level Certification Professional Development Course Requirements

Before participating in the clinical teaching semester, the candidate must have completed the necessary preparatory courses. The required courses may vary slightly depending on major, so consult with an advisor in your major department for confirmation. Most students seeking All-level Certification will complete the following courses:

SED 300	Teaching Profession	3
PSY 300	Learning Processes and Development	3
RDG 380	Comprehension and Vocabulary in Middle and High Schools	3
ETEC 424	Integrating Tech into Curricul	3
Clinical Teaching Semester		
SED 400	Pedagogy and Classroom Management in Field-based Environments	3
SED 401	Technology Infused Curriculum and Assessment in Field-based Environments	3
SED 404	Secondary Teaching Practicum	3
SED 405	Secondary Residency in Teaching	3-6
ELED 452	Student Teaching in Field-Based Teacher Education Programs	3-6

Secondary LeoTeach STEM Professional Development Course Requirements

Before participating in the clinical teaching semester, the candidate must have completed the necessary preparatory courses. The required courses may vary slightly depending on major, so consult with an advisor in your major department for confirmation. Students who are eligible may complete a two-semester student teaching experience. Consult the Department of C&I to discuss eligibility. Students majoring in the STEM areas (Science, Technology, Engineering, and Math) who are seeking teacher certification for secondary levels will complete the following professional development courses:

SED 330	Foundations of Secondary Education	3
SED 331	Instructional Design for Diverse Learners	3
SED 332	Creating an Engaging Learning Environment	3
RDG 380	Comprehension and Vocabulary in Middle and High Schools	3
Clinical Teaching Semester		
SED 400	Pedagogy and Classroom Management in Field-based Environments	3
SED 401	Technology Infused Curriculum and Assessment in Field-based Environments	3
SED 404	Secondary Teaching Practicum	3
SED 405	Secondary Residency in Teaching	3-6

The Department of Curriculum and Instruction offers undergraduate professional development courses for students seeking Secondary certification (7th/8th through 12th grades). Students major in a content-based teaching field (see list below) while obtaining pedagogy and educational professional development course work through the Department Curriculum and Instruction. The student should obtain advising from both the advisor in his or her major department and from a Curriculum and Instruction faculty mentor. Students with bachelor's degrees who want to teach should consult the Graduate Catalog for requirements leading to certification.

List of Secondary Major Areas: For which teaching certification is available:

- Chemistry (7-12)
- Life Science (7-12)
- Mathematics (7-12)
- Physical Science (6-12)

bled 401 - Foundations of Bilingual/ESL Education

Hours: 3

Introduction to the philosophies and theories of bilingual schooling with emphasis on language policy and the sociological, psychological, and legal aspects involved. Provides students with opportunities to reflect on their own language learning and schooling experiences in bilingual settings and compare them to programs and practices shown by research to be effective.

bled 402 - Biliteracy Development, Instruction, and Assessment

Hours: 3

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for oral language and literacy development in elementary bilingual classrooms. Opportunities to evaluate commercial and research based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy.

bled 403 - Bilingual Instruction for the Content Areas

Hours: 3

An examination of the theories, instructional approaches, curricula, texts, materials, and assessment instruments used for teaching language arts, math, science and social studies in elementary bilingual classrooms. Opportunities to evaluate commercial and research-based programs and to create/adapt materials for students with varying degrees of bilingualism and biliteracy. Crosslisted with: BLED 413.

bled 412 - English Language Learners: Theory & Practice

Hours: 3

This course provides teacher candidates an introduction to the laws, philosophies and theories of ESL schooling with an emphasis on the evolution of language policy and the sociological, psychological, and legal implications. Students will also gain knowledge of effective oral language and literacy practices for English Language Learners in grades K-12. Moreover, teacher candidates will have opportunities to reflect on their own language learning and schooling experiences then compare them to practices shown by research to be effective.

bled 413 - Sheltered Content Area Instruction for English Language Learners

Hours: 3

The application of second language acquisition research, theory, and pedagogical approaches to the teaching of math, science, social studies, and language arts in English to bilingual and ESL students in grades PK-12. Content-based ESL and sheltered instructional approaches, methods, and materials that meet state and local standards will be among those explored and experienced. Prerequisites: BLED 401 or concurrent enrollment. Crosslisted with: BLED 403.

BLED 489 - Independent Study

Hours: 0-4

Independent Study

BLED 497 - Special Topics

Hours: 0-4

Special Topic.

ECE 313 - Child Development: Early Years

Hours: 3

(TECA 1354 non-advance credit) This course examines theoretical and empirical research along with practical experience relating to young children. Cognitive, physical, social and affective developmental domains are explored and implications for curriculum design and learning environments are drawn.

ECE 320 - Assessment in Early Childhood: Assessing the Whole Child

Hours: 3

This course focuses on early childhood assessment as a tool used to gather and provide educators, parents, and families with critical information about a child's development and growth. This course explores developmentally appropriate assessments for prekindergarten through 3rd grade students.

ECE 321 - Play & Creativity in Early Childhood Education

Hours: 3

Because children are active learners, this course explores playful learning that helps children create meaning from relationships, the prepared environment, and their overall experiences. Students will gain understanding about the role of play and creativity in children's academic, social, and emotional learning and development. Relationships are key to creating safe, caring, and equitable communities in which children play in order to create themselves. Prerequisites: ECE 366.

ECE 322 - Family and Community Partnerships in Early Childhood Education

Hours: 3

This course explores best practices in building successful early childhood education programs through partnerships with children's families and communities. Students will learn about and understand the importance and complex characteristics of children's families and communities. Students will examine the role of home environments in children's development to support and engage families through respectful, reciprocal relationships that support and empower families, and that involves all families in their children's development and learning. Students will examine community resources that support young children's learning and development and to support children's families, and learn how to build connections between early learning settings, schools, and community organizations and agencies.

ECE 358 - Language Acquisition & Development in Early Childhood Education

Hours: 3

This course explores the first and second language acquisition and development of children from birth to sixth grade. Students will examine the components of oral, written, and academic language that benefit from and promote early literacy development. Special emphasis is given to the teacher's role in supporting language development, in planning developmentally and culturally appropriate learning experiences, and in partnering with parents to foster language and early literacy development. This course will address essential topics such as phonological awareness, authentic language assessment, data-driven instruction and intervention, concepts of print, emergent writing development, and the alphabetic principle.

ECE 364 - Theor Influencing Cld Dev

Hours: 3

This course provides an exploration of how experiences in early child development can impact a child's success in learning. Particular focus will be placed on ways that learning theories relate to learners with exceptionalities and ways to build emotional resiliency skills in students with varying learning needs. Factors such as mental health and trauma, socio-economic factors, poverty, cultural and ethnic identities will be included. Emphasis will also be placed on methods for working collaboratively with families and service providers who are involved with the child's overall development.

ECE 366 - Learning Environments

Hours: 3

This course will emphasize the developmentally appropriate design of an early learning environment for young learners that supports the learning process, family engagement, and the education of all learners. Strategies for differentiation of the learning environment for the diverse needs of learners will also be discussed through the use of project-based learning that integrates social studies content and the fine arts.

ECE 460 - Teaching STEAM in ECE

Hours: 3

This course emphasizes an integrated approach to early childhood curriculum development for young children. Relates early childhood pedagogy, research, and content areas of science, mathematics, engineering, technology and art to STEAM project-based, integrated and inquiry curriculum designs.

ECE 489 - Independent Study

Hours: 1-4

ECE 490 - H Thesis

Hours: 3

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member.

ECE 491 - Honors Reading

Hours: 3

As specified by Honors or department head.

EDCI 412 - Emergent Bilinguals: Theory and Practice

Hours: 3

This course provides teacher candidates an introduction to the laws, philosophies and theories of ESL schooling with an emphasis on the evolution of language policy and the sociological, psychological, and legal implications. Students will also gain knowledge of effective oral language and literacy practices for English Language Learners in grades K-12. Moreover, teacher candidates will have opportunities to reflect on their own language learning and schooling experiences then compare them to practices shown by research to be effective. Prerequisites: RDG 350 with a minimum grade of C or concurrent enrollment or ELED 300 with a minimum grade of C.

EDCI 414 - Management and Curriculum Development for Diverse Learners

Hours: 3

This course contains the professional body of knowledge necessary for effective teaching in a K-12 classroom. The focus is teaching and learning in diverse environments with an emphasis on instructional design and methods of organizing and managing a classroom. The content of this course will include classroom management approaches, curriculum and lesson planning, teaching models, assessment, effective communication strategies, and certification issues. Students will exhibit an understanding of the domains and competencies of the TExES Pedagogy and Professional Responsibilities certification examination. Prerequisites: Permission of Advisor, minimum overall GPA of 2.5, admission to teacher education program, and must have passed TSI. ELED 412 for EC-6 majors. Corequisite EDCI 422. Corequisites: ELED 422. Crosslisted with: EDCI 514.

EDCI 415 - Eff Tchg in a Diverse Envir.

Hours: 3

Effective Teaching in a Diverse Environment This course focuses on understanding learning theories and aligning effective teaching strategies that address the needs of all students. Included in this course will be a variety of diversity issues which focus on curricular, instructional, managerial and assessment techniques. Use of educational technologies in teaching and learning will be incorporated. Students will exhibit an understanding of the legal responsibilities and professional responsibilities of Texas teachers as assessed by TExES. Prerequisites: EDCI 414 co-requisite EDCI 422. Note: minimum overall GPA of 2.5, admission to teacher education program, and must have passed TSI. Enrollment is limited to students working as educational aides. Cross listed with EDCI 515

EDCI 497 - Special Topics

Hours: 0-4

ELED 1301 - Education in Global Societ

Hours: 3

(EDUC 1301)This course explores the culture of schooling and classrooms from global perspectives of current political, social, and familial issues impacting schooling and classrooms worldwide. Students will participate in early field experiences with varied and diverse student populations; designed to analyze the learning environment and the human experiences of teachers and learners and compare U.S. schools and the American educational system to those of other countries. Note: Ten clock hours of professional field experiences are required. Texas Common Course Number

ELED 300 - Introduction To Teaching

Hours: 3

Knowledge and skills concerning the unique needs of special learners are emphasized in this course. In addition, structure, organization, and management of the American school system, as well as legal and ethical aspects of teaching, will receive attention. Thirty clock hours of professional field experiences are required. Prerequisites: Sophomore standing, must have passed TSI, and a minimum overall GPA of 2.5. Prerequisite or Co-requisite: ELED 1301.

ELED 389 - Independent Study

Hours: 1-6

Independent Study. One to six semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

ELED 412 - EFF TCHING & PROFESSIONAL GROW

Hours: 3

Effective Teaching and Professional Growth. Three semester hours. This course contains the body of knowledge necessary for understanding the relationship between effective teaching, professional growth, and lifelong learning. This course emphasizes theories and issues of education that are directly related to professional development including: site-based management, professional ethics, school environment issues, communication issues, education research, and political influences. Students will exhibit an understanding of the Texas teacher standards on professional development as assessed by TExES. Enrollment is limited to students working as educational aides. Prerequisites: Minimum overall GPA of 2.5 and must have passed TSI.

ELED 422 - Pract I: Appl Mgmt & Curr Dev

Hours: 3-6

Internship in Teaching. Three to six semester hours. (Same as SED 422) This course provides supervised experiences in the elementary school classroom and is designed for students on aide waivers. Regular seminar sessions focus on issues directly related to elementary classroom teaching. Prerequisite: Departmental approval. Limited to educational aide program.

ELED 436 - Intg Lrn: Math FB

Hours: 3

Integrated Learning: Math in Field-Based Settings. Three semester hours. Explores the integrated nature of learning with math as the content focus. Seminars are conducted in CPDT centers; field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team. Prerequisites: ELED 300; RDG 350, 370; admission to teacher education program; placement in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

ELED 440 - Instructional Strategies Across Content Areas (Science, Social Studies, and Math)

Hours: 3

This course contains the professional body of knowledge necessary for effective teaching in an EC-6 and/or 4-8 classroom. The focus is teaching and learning in diverse environments with an emphasis on instructional design and methods of organizing and managing a classroom. The content of this course will include classroom management approaches, curriculum and lesson planning, teaching models, effective communication strategies, and discussions related to teacher certification. Prerequisites: Full admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

ELED 441 - Tchg Tech Field Bsd

Hours: 3

Integrating Technology for K-8 Classrooms (Field-Based). Three semester hours (1 lecture, 4 lab). In this course, students learn how to use technology as a powerful teaching tool. Taken by K-8 teacher candidates in Centers for Professional Development and Technology. Emphases is on: (a) observing and studying classroom teachers who use technology effectively for instruction; (b) developing and utilizing computer assisted materials for instruction; and (c) evaluating computer-assisted programs, teaching, and learning. Prerequisites: Successful completion of internship in a NETCPDT center; minimum overall GPA of 2.5 and must have passed TSI.

ELED 443 - Creating Effective Learning Environments in Culturally Diverse Field-Based Settings

Hours: 3

A field-based course in which prospective teachers develop & improve the skill of creating inclusive classroom environments, curriculum, space and time, and supporting student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability to support cognitive and affective learning by creating a learning environment the promotes students' cultural competence and critical consciousness. Candidates work alongside experienced public school teachers in their elementary and/or middle school classrooms. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency.

ELED 447 - Data and Assessment in Field-Based Settings

Hours: 3

Focuses on effective methods of assessment including formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the use of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated. Prerequisites: Full admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

ELED 452 - Student Teaching in Field-Based Teacher Education Programs

Hours: 3-9

Student Teaching in Field-Based Teacher Education Programs. Six semester hours. This is a course requiring observation, participation, and directed teaching for residents enrolled in the Center for Professional Development and Technology (CPDT). Prerequisite: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency. Prerequisites: "Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency".

ELED 478 - CORE - Subject Review Modules

Hours: 0

ELED 479 - Practice Exam

Hours: 0

ELED 489 - Independent Study

Hours: 1-6

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

ELED 490 - H Honors Thesis

Hours: 3

ELED 490 - H Honors Thesis - Three semester hours Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. Prerequisite Consent of head. Note May be repeated when the topic varies.

ELED 491 - H Ind Honors Rdgs

Hours: 3

ELED 497 - Special Topics

Hours: 0-3

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.

MLED 314 - Young Adolescent Development

Hours: 3

Young Adolescent Development. Three semester hours. MLED 314 is designed to provide preservice teachers with a knowledge base of the changes and issues that typically affect development in the years from age 8 through adolescence. Students will examine and study the various domains of physical, cognitive, social and emotional development; and will consider how various learning theories, particularly multiple intelligence theory, can inform practices in middle level classroom. The effect of environmental factors on development will also be explored.

MLED 401 - Differ Inst for Diverse Learne

Hours: 3

Differentiating Instruction for Diverse Learners. Three semester hours. This course teaches preservice teachers how to design instruction to meet the emerging needs of all middle level learners. The beliefs, behaviors, and characteristics of the unique qualities of diverse learners and how these impact literacy and learning will be explored. Research-based teaching practices will be demonstrated and critiqued. Field experiences required with the course.

MLED 402 - Best Practices in Pedagogy and Assessment

Hours: 3

This field-based course provides for examination and implementation of developmentally appropriate instructional and assessment strategies and techniques with an emphasis on problem-based, inquiry-based and technology-based learning; development of extended inter and intra disciplinary learning experiences for middle level learners utilizing appropriate TEKS, resources and materials. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship. Corequisites: MLED 403.

MLED 403 - Organization, Motivation, and Management in Middle Level Classrooms

Hours: 3

Organization, Motivation and Management in Middle Level Classrooms. Three semester hours. A field-based course concentrating on communication, methodology, and management perspectives consistent with democratic classrooms and organizational structures that focus on student centered inclusive learning of young adolescents from culturally, economically, and educationally diverse student populations. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship. Corequisites: MLED 403.

MLED 404 - Developing Communication Skills

Hours: 3

Developing Communication Skills. Three semester hours. A field-based course that focuses on instructional strategies and practices to develop the written, verbal, non-verbal, and technical communication skills of the middle-level learner. Also examines the culture and dynamics of communication within the classroom and the school. Foci will include: process writing; writing in all areas of the curriculum, communication assessment, communicating with technology; and how to guide the middle-level learner in asking critical questions. Prerequisites: Full Admission to the Teacher Education Program and placement in a NET CPDT Center for Internshp.

MLED 410 - Fostering School, Family, and Community Relationships

Hours: 3

Fostering School, Family, and Community Relationships. Three semester hours. A field-based course emphasizing shared responsibility among educators, students, the family unit, and the community; examining the home-school connections and the roles and responsibilities of educators on a campus. Developing strategies for reciprocal relationships with peers, parents, and the community to promote collaboration while learning to become a reflective and self-assessing practitioner. Includes an investigation of the effects of a collaborative practice such as peer mediation, service learning, or teachers as advisors. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Residency.

MLED 435 - Integrating Instruction: Science, Mathematics, and Technology

Hours: 3

Integrating Instruction: Science, Mathematics and Technology. Three semester hours. The course will focus on how middle level children learn and develop knowledge and skills in mathematics and science; varied instructional and assessment strategies that require high expectations and worthwhile opportunities for all students; Texas Essential Knowledge and Skills (TEKS) in mathematics and science; resources for teaching mathematics and science in grades 4-8; and the integration of technology in mathematics and science instruction grades 4-8. Field experience required. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

MLED 489 - Independent Study

Hours: 0-4

RDG 350 - Reading and Literacy I

Hours: 3

This introductory course will emphasize the foundations of the science of teaching reading and literacy. Teacher candidates will explore how reading, literacy, and cognitive processes are developed. Fifteen hours of clinical observation will provide time observations of children and teachers in field settings to connect theory with actual practice. The focus of this course is an examination of how to implement TEKS when facilitating literacy acquisition and development. The course includes teaching approaches, text genres, writing, listening, speaking, linguistics, cueing systems, phonemic awareness, phonics, word recognition, vocabulary development, spelling, fluency, and instructional resources. Prerequisites: Minimum overall GPA of 2.50 and must have passed TSI.

RDG 360 - Word Analysis Skills

Hours: 3

This course examines the English phonological system used in reading and writing. The focus of this course is an examination of the competencies and TEKS related to word analysis skills of all learners. Specific attention is given to phonics and phonemic awareness and, the strategies that are useful to readers and writers in the development and assessment of word knowledge and word analysis. Prerequisites: RDG 350; ELED 300 co- or pre-requisite; Minimum overall GPA of 2.75

RDG 370 - Reading & Literacy II

Hours: 3

This course builds upon the foundations of reading presented in RDG 350. The teacher candidates will explore the science of teaching reading and writing, with a particular focus on comprehension. The course is designed to deepen candidates' knowledge and skill in the science of teaching reading and deals with cognition, writing workshop, books from multiple genres, basal readers, and summative and formative assessments. The course emphasizes strategies for developing comprehension and the teacher's role in helping the K-12 student utilize the five components of reading. Prerequisites: RDG 350 and ELED 300; Minimum overall GPA of 2.75.

RDG 380 - Comprehension and Vocabulary in Middle and High Schools

Hours: 3

The preservice teacher will explore the science of teaching reading and the integration of best practices for supporting reading and writing instruction in content areas. Students will examine strategies for various disciplines and middle/secondary levels. Attention will be given to how teachers support students in reading textbooks and other learning materials. The course will include phonics, phonemic awareness, reading comprehension, vocabulary development, fluency, writing processes, and assessments. Prerequisites: Minimum overall GPA of 2.75; must be TSI complete.

RDG 417 - Reading and Learning in the Content Area

Hours: 3

This course emphasizes reading comprehension and strategies for interacting with expository materials. The following are examined: the role of text in reading, text analysis methods, content area reading lesson formats, teacher-directed strategies, reader based strategies, levels of thought/questioning, and infusing literature into the content curriculum. Crosslisted with: EDCI 517.

RDG 448 - Supporting Literacy Development of Emergent Bilingual Learners in Field Based Setting

Hours: 3

Attention will be given to the development of reading fluency and written communications in the content areas with emergent bilingual learners. The use of language assessments and student data for instructional decision-making will be explored. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

RDG 450 - Middle School Reading: Theory & Practice

Hours: 3

Middle School Reading: Theory & Practice - Three semester hours. This course focuses on schema theory, metacognitive theory, critical theory, reader response theory, transactional theory, and social cultural theory as each applies to teaching reading at the middle levels. Comprehension processes for both narrative and expository text will be explored for traditional text and the emerging technologies that encompass literacy. Demonstration of effective strategies to support struggling readers and experience with reading assessments will be included. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship.

RDG 489 - Independent Study

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

RDG 490 - H - Honors Thesis

Hours: 3

RDG 491 - H Ind Honors Rdgs

Hours: 3

RDG 497 - Special Topics

Hours: 3

Special Topics. One to four semester hours. Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. may be repeated when the topic varies.

SED 1301 - Edu in a Global Society

Hours: 3

(EDUC 1301) Description : This course explores the culture of schooling and classrooms from global perspectives of current political, social, and familial issues impacting schooling and classrooms worldwide. Students will participate in early field experiences with varied and diverse student populations; designed to analyze the learning environment and the human experiences of teachers and learners and compare U.S. schools and the American educational system to those of other countries. Note: Ten clock hours of professional field experiences are required.

SED 189 - Independents Study

Hours: 0-4

Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

SED 300 - Teaching Profession

Hours: 3

This course provides prospective teachers with a beginning foundation for understanding learners, enhancing student achievement, and understanding the teaching environment. The course will emphasize the structure, organization, management, and governance of the American school system and current issues related to the semiprofessional legal, ethical, and multicultural foundations of teaching also will be discussed. Prerequisites: Minimum overall GPA of 2.75; must have passed TSI and THEA 250; Reading score or ACT 23 Composite and 23 English or SAT 1070 Combined and 550 Critical Reading or Verbal. Note: Thirty clock hours of professional field experiences are required. Note: transfer students will begin having to meet the 2.75 GPA requirement beginning fall 2018.

SED 330 - Foundations of Secondary Education

Hours: 3

This course introduces the professional body of knowledge necessary for effective teaching as part of the Secondary Teacher Preparation Program. This course emphasizes effective pedagogy based on an understanding of diverse learners. Teacher skills, which have been proven to be effective in supporting diversity in the classroom, will be developed. The content of this course will center on lesson presentations by students in the field and in the classroom to fellow preservice teachers. Preparations for these lessons will include study of many topics including classroom management strategies, curriculum and lesson planning, teaching models, discipline theories, and certification issues. Students seeking teaching certification in a STEM area will be enrolled in a STEM-specific section of the course. Prerequisites: Minimum overall GPA of 2.65 and TSI complete. Department approval required. Note: This is a field-based course that includes required professional field experiences.

SED 331 - Instructional Design for Diverse Learners

Hours: 3

This course in the LeoTeach sequence includes active field experiences such as observing teachers and teaching collaboratively designed lessons to diverse learners. The teacher candidates will develop lessons using questioning strategies, apply teaching models, and design assessments. Lessons will involve data analysis, using student artifacts to prepare instruction for differentiation, and include practices for ESL, SPED, and diverse populations. Students seeking teaching certification in a STEM area will be enrolled in a STEM-specific section of the course. Prerequisites: Departmental approval.

SED 332 - Creating an Engaging Learning Environment

Hours: 3

This course in the LeoTeach sequence includes secondary field experiences. The teacher candidates will demonstrate competence with inquiry based teaching models such as project based or problem based learning. Lessons will involve whole group instruction, small group instruction, and individualized plans that meet the needs of each learner. Students seeking teaching certification in a STEM area will be enrolled in a STEM-specific section of the course. Prerequisites: Minimum overall GPA of 2.65 and TSI complete. Department approval required. Note: This is a field-based course that includes required professional field experiences.

SED 389 - Independent Study

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

SED 400 - Pedagogy and Classroom Management in Field-based Environments

Hours: 3

An experiential component in which future public school teachers design and implement culturally diverse curriculum and model the use of a variety of classroom management strategies. The resident teachers will use cutting edge technologies for both creating curriculum to maximize student engagement. Special attention will center on the synergistic nature of effective management and immersive curriculum. Prospective teachers will achieve knowledge and skill by observing and teaching as an intern in secondary public school teachers in classroom situations. Prerequisites: SED 330, SED 331, SED 332 & PSY 300.

SED 401 - Technology Infused Curriculum and Assessment in Field-based Environments

Hours: 3

An experiential component in which future public school teachers design and implement curriculum and model the use of a variety of classroom assessment techniques. The resident teachers will use cutting edge technologies for both creating and assessing lessons. Special attention will center on the alignment of curriculum, instruction, and testing. Prospective teachers will achieve knowledge and skill by observing and assisting middle/secondary public school teachers in classroom situations.

SED 404 - Secondary Teaching Practicum

Hours: 3

Supervised resident teaching experiences in the secondary school classroom. Regular seminar sessions will focus on the situations, questions, and concerns that arise directly from the resident teachers' experiences in secondary public school classrooms. Prerequisites: SED 300 and PSY 300.

SED 405 - Secondary Residency in Teaching

Hours: 3-6

Resident teachers perform all aspects of student teaching in a public school setting. Working closely with a public school mentor teacher and under the supervision of a university liaison, the resident teachers learn the process and concepts of teaching in the real world setting.

SED 414 - Mgmt and Curr Dev for Div Lrn

Hours: 3

Mgmt and Curr Dev for Div Lrn. Three semester hours. Contains the professional body of knowledge necessary for effective teaching. This course emphasizes methods of organizing and managing a classroom based on an understanding of diverse environments. Teacher skills which have been proven to be effective in supporting diversity in the classroom will be developed. The content of this course will include classroom management strategies, curriculum and lesson planning, teaching models, assessment models, and certification issues. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Profession Development portion of the TEXES test. Enrollment is limited to students accepted into the aide waiver program. Co-requisite SED 422.

SED 415 - Eff Tchg in a Div Environment

Hours: 3

Eff Tchg in a Div Environment. This course contains the professional body of knowledge necessary for effective teaching. This course focuses on understanding theories and strategies that address the needs of a diverse population. Included in this course will be diversity issues, refinement of classroom management and planning techniques, teaching strategies, and informal and formal assessment practices. Students will exhibit an understanding of the Texas Teacher competencies as outlined on the Professional Development portion of the TEXES test. Enrollment is limited to students accepted into the Aide Waiver program.

SED 416 - Edu Research for Eff Tchg

Hours: 3

Edu Research for Eff Tchg. Three semester hours. This course contains the professional body of knowledge necessary for effective teaching. This course emphasizes theories and issues of education that are directly related to teacher professional growth. The content of the course will include site based management, professional ethics, school environment issues, communication issues, educational research and political influences. Students will exhibit an understanding of the Texas teacher competencies as outlined on the Professional Development portion of the TEXES test. Enrollment is limited to students accepted into the Aide Waiver Program.

SED 422 - Internship in Teaching

Hours: 3

Internship in Teaching. Three semester hours. (Same as ELED 422) Supervised experiences in the secondary school designed for post-baccalaureate students who are seeking initial certification at the graduate level. Students will be supervised by teachers, administrators, and University liaisons. Regular seminar sessions may be held and will focus on concerns related to classroom management practices, curriculum development, and/or instructional strategies.

SED 489 - Independents Study

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

SED 490 - Honors Thesis

Hours: 3

SED 491 - H Ind Honors Rdg

Hours: 3

SED 497 - Special Topics

Hours: 1-4

Special Topics. One to four semester hours. Organized class. May be repeated when topics vary.