

## Teacher Education and Administration

### ***Bilingual and English as a Second Language Education, EDBE***

**3470. Foundations of Bilingual and English as a Second Language Education.** 3 hours. Examination of philosophies and theoretical underpinnings of bilingual and ESL education, including a review of historical antecedents of bilingual education and evolution of federal and state language policies governing the education of language-minority children. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education. Prerequisite(s): admission to Teacher Education or consent of department. May be taken concurrently with EDBE 3480.

**3480. Bilingualism/Multiculturalism for English Language Learning: Issues and Perspectives.** 3 hours. Study of the bilingual/ESL learner; perspectives on multiculturalism; discussions of cognitive, social and affective factors impacting second language development; insights into education in a pluralistic society. Three lecture hours a week. Fifteen (15) hours of field experiences are required. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education or 4-8 certification with mathematics/ESL, science/ESL, social studies/ESL or reading/LA/ESL. Prerequisite(s): admission to Teacher Education or consent of department. May be taken concurrently with EDBE 3470.

**4470. Curriculum and Assessment for Bilingual/ESL Education.** 3 hours. Examination of the organization of curriculum for second language learners with special focus on testing and evaluation procedures appropriate for bilingual and ESL classrooms; study of formal and informal assessment of language proficiency for instructional purposes and use of standardized achievement tests. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education. Prerequisite(s): EDBE 3470, 3480 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4490.

**4480. Bilingual Approaches to Content-Based Learning.** 3 hours. (3;0;1.5) Study of appropriate first language usage in bilingual classrooms, focusing on different core curriculum areas, methods and materials and review of language distribution strategies. Focus on responsive instruction that makes use of effective communication techniques and instructional strategies that actively involve students in the learning process. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education. Requires 1.5 hours per week field experience in a bilingual education classroom. Language of instruction is Spanish. Prerequisite(s): EDBE 3470 and 3480, admission to Teacher Education or consent of department and successful completion of departmental proficiency examination in Spanish.

**4490. Teaching ESL EC-12: Instructional Strategies and Resources.** 3 hours. (3;0;1.5) Study of methods and techniques of teaching English as a second language in elementary and secondary schools. Language development techniques and materials for students at different levels of English proficiency. Focus on helping students to develop strategies (consistent with state standards for language and content learning) that can improve the English language proficiency and grade level subject matter knowledge of

English language learners. Required for students seeking EC-6 or 4-8 generalist certification with specialization in bilingual or ESL education. Requires 1.5 hours per week field experience. Prerequisite(s): EDBE 3470, LING 4030 and admission to Teacher Education or consent of department. May be taken concurrently with EDBE 4470.

**4951. Honors College Capstone Thesis.** 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.

### ***Early Childhood Education, EDEC***

**2900. Special Problems.** 1-3 hours. Open to lower-level students capable of developing a problem independently. Problems are chosen by the student and developed through conferences with the instructor.

**3613. Introduction to Early Childhood Education.** 3 hours. Historical foundations of early childhood education, current programs, best practices and legal and ethical issues. Introduction of how understanding development of typical and atypical young children influences objectives, activities, materials, and teaching strategies and techniques in an early childhood classroom. Prerequisite(s): DFST 3123 (may be taken concurrently).

**4243. Environmental Processes and Assessment.** 3 hours. (3;3;0) Considers early childhood learning processes as well as implications for individual, group, and program assessment. Areas of emphasis include development of skills in selection, use and interpretation of developmentally appropriate practices. Focus areas include formal, informal and holistic assessment instruments as well as learning environment materials and resources. Implications for technology in assessment and management are discussed. Laboratory experiences required. Prerequisite(s): DFST 4233. EC-6 students must also complete EDEC 3613 as a prerequisite.

**4633. Nurturing Children's Social Competence.** 3 hours. Facilitating the social and emotional skills of young children. Incorporates an ecological approach to significant influences on self-esteem and self-concept including diversity, family, creativity and individual differences. Includes analysis of play theory and research. Field experience required. Prerequisite(s): EDEC 3613.

**4800-4810. Studies in Development, Family Studies and Early Childhood Education.** 1-3 hours. Organized classes for specific program needs and student interests. Prerequisite(s): consent of department. Limited-offering basis. May be repeated for credit.

**4900. Special Problems.** 1-3 hours. Open to advanced students capable of developing a problem independently. Problems chosen by student and developed through conferences with the instructor.

**4951. Honors College Capstone Thesis.** 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.

**Educational Administration and Supervision** – see *Graduate Catalog*

**Educational Curriculum and Instruction** – see *Graduate Catalog*

### **Educational Foundations, EDUC**

**4800-4810. Studies in Education.** 1–3 hours each. Organized classes for specific program needs and student interest. Prerequisite(s): consent of department. Limited-offering basis. May be repeated for credit.

**4900-4910. Special Problems.** 1–3 hours each.

### **Elementary Education, EDEE**

**2000. Exploring Diversity Through Social Action.** 3 hours. (3;0;45) Exploration of issues related to race and ethnicity, gender, social class, learning differences, and sexual orientation as they impact education in the U.S. Required for students seeking grades 4–8 teacher certification. *Satisfies a portion of the Understanding the Human Community requirement of the University Core Curriculum.*

**3320. Foundations of Education: The School Curriculum.** 3 hours. Principles and foundations of curriculum for grades EC–8 in public schools. Includes the study of professional ethics/responsibilities, educational philosophies, the history of American education, schools and society, school and community/parent relationships, legal/political control and financial support, school/classroom organizational patterns, and curriculum development/alignment. Prerequisite(s): admission to the teacher education program (includes participation in a field-based program), a child/adolescent/lifespan development course, and an educational-application computer course.

**3380. Teaching and Learning in Grades EC–6.** 3 hours. Effective teaching practices through reflective decision making in grades EC–6. Includes the fundamental teaching skills of planning for instruction, implementing appropriate teaching strategies, integrating the curriculum, integrating technology into teaching, grouping children for instruction, acquiring appropriate materials/resources, assessing student learning, and establishing and maintaining a safe and effective learning environment. Prerequisite(s): admission to the teacher education program (includes participation in a field-based program), with a child/adolescent/lifespan development course, and an educational-application computer course.

**4101-4102. Student Teaching in Pre-K through Grade 4.** 3 hours each. Teaching under supervision in pre-kindergarten through grade 4. Prerequisite(s): admission to the teacher education program; EDEE 3320, 3380, 4330, 4340, 4350; EDRE 4860. Required for those seeking Pre-K–4 certification. See Student Teaching Program for details. Pass/no pass only.

**4330. Science in Grades EC–6.** 3 hours. (3;0;16) Subject matter background and material organization for an integrated science program in primary and elementary school. Students experience firsthand the scope and sequence of science education. Assignments, directed field experience and other class activities take place on site in an EC–6 school setting. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major science courses and DFST classes.

**4340. Social Studies in Grades EC–6.** 3 hours. (3;0;16) Principles of teaching social studies in the primary and elementary school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings and experience first-hand the scope and sequence of the curriculum in a school setting. Assignments, directed field experience and other class activities take place in grades EC–6. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major social studies courses and DFST classes.

**4350. Mathematics in Grades EC–8.** 3 hours. (3;0;16) Principles in mathematics teaching and learning based on national curriculum and assessment standards. The learning process in the development of mathematical thinking and skills in children. Students observe mathematics instruction and materials in real settings and experience firsthand the scope and sequence of mathematics in a primary/elementary/middle school setting. Assignments, directed field experience and other class activities take place on site in a school setting. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program, EDEE 3320, 3380; all courses in the reading/English/language arts part of the academic major; required core and academic major math courses and DFST classes.

**4800-4810. Studies in Education.** 1–3 hours each. Organized classes for specific program needs and student interest. Prerequisite(s): admission to teacher education and consent of department. Limited-offering basis. May be repeated for credit.

**4900-4910. Special Problems.** 1–3 hours each.

**4951. Honors College Capstone Thesis.** 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.

**Middle School Education, EDME****3380. Teaching and Learning in the Middle Grades.**

3 hours. Provides middle-level teacher candidates with the knowledge and skills to teach young adolescents. Topics include young adolescent development; the middle level philosophy and school organization; middle level curriculum, instruction and assessment teaching skills; and middle level professional roles. Prerequisite(s): admission to the teacher education program (includes participation in a field-based program), an adolescent/lifespan development course, and an educational-application computer course.

**4103-4104. Student Teaching in Grades 4–8.**

3 hours. Teaching under supervision in grades 4 through 8. Prerequisite(s): admission to teacher education program; EDEE 3320, EDME 3380; the required EDME content-specific methods course, EDRE 4870, and the required EDBE courses. Required for those seeking grades 4–8 certification. See Student Teaching Program for details. Pass/no pass only.

**4330. Science in Grades 4–8.** 3 hours. Subject matter background and material organization for an integrated science program in the upper-elementary and middle school. Students experience first-hand the scope and sequence of science education. Assignments, directed field experience, and other class activities take place on site in an upper-elementary or middle school setting. Prerequisite(s): admission to the teacher education program (includes participation in a field-based program), LTEC 4100, DFST 4133, EDEE 2000, EDEE 3320, EDSE 4060, EDSP 3210, and required core and academic major science courses.

**4340. Social Studies in Grades 4–8.** 3 hours. Principles of teaching social studies in the upper-elementary and middle school. Students observe social studies instruction and materials in real settings, apply principles of social studies instruction in classroom settings, and experience first-hand the scope and sequence of the curriculum in an upper-elementary or middle-school setting. Assignments, directed field experience and other class activities take place in a school setting. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program; LTEC 4100, DFST 4133, EDEE 2000, EDEE 3320, EDSE 4060, EDSP 3210; and required core and academic major social studies courses.

**4351. Teaching Mathematics in Grades 4–8.** 3 hours. Offers candidates a constructivist approach to helping students develop a knowledge of mathematics in grades 4–8. Teaching strategies are presented with developmental activities that are used with middle grade students. Students reflect on what it means to teach mathematics and explore the factors that influence teaching. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program for the middle grades in mathematics; EDEE 3320; required core and academic major math courses and EDEC and DFST classes.

**4951. Honors College Capstone Thesis.** 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and

the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.

**Reading, EDRE**

**1200. Developmental Reading.** 3 hours. Strategies for improving comprehension of college texts. Includes vocabulary development, comprehension monitoring, critical reading, summarizing and rate flexibility. Credit in this course does not fulfill any degree requirement. Pass/no pass only.

**4450. Reading and Writing (Birth through Grade 4).**

3 hours. (3;0;0) Examines theoretical and practical aspects of emergent literacy. The course focuses on developmentally appropriate practices that foster motivated, strategic readers and writers. Emphasizes development of early language and pre-literacy skills, common school literacy practices, parental/social influences and affective elements related to early reading. Includes an additional hour of field experience per week. Prerequisite(s): admission to the teacher education program and DFST 3123.

**4800-4810. Studies in Education.**

1–3 hours each. Organized class for program needs and student interest needs. Prerequisite(s): consent of department. Limited-offering basis. May be repeated for credit.

**4820. Reading and Writing in Grades 4–8.**

3 hours. Examines reading and writing processes, the development of reading and writing abilities and skills, theories and models of reading, the nature of the balanced reading program, instructional strategies, planning and materials for the 4–8 literacy learning environment. Prerequisite(s): admission to the teacher education program.

**4840. Linguistically Diverse Learners.** 3 hours. Designed to enhance the awareness and understanding of pre-service teachers regarding the linguistically diverse learner. Includes study of the language and learning needs of language minority students, affective aspects of the immigrant and refugee experiences and their impact on academic and linguistic development. Students will explore how to make practical application of course content in both the regular and the English-as-a-Second-Language classrooms. Prerequisite(s): admission to the teacher education program; EDRE 4450 or 4820 (may be taken concurrently); LING 3060 (may be taken concurrently).

**4850. Assessment and Evaluation of Reading.**

3 hours. Examines a variety of assessment and evaluation strategies that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is on non-intrusive, naturalistic procedures. Observations are required. Prerequisite(s): EDRE 4450 or 4820.

**4860. Reading and the Language Arts in Grades EC–8.**

3 hours. Problems related to the comprehension and expansion of symbols of meaning; the interrelationship of reading with other areas of language arts. Prerequisite(s): admission to the teacher education program, which includes participation in a field-based program; EDEE 3320 and 3380; required courses in the reading/English/language arts part of the academic major and required DFST courses.

**4870. Cross-Curricular (Content Area) Literacy Materials and Resources.** 3 hours. Prepares pre-service teachers within both EC–6 and 4–8 certificate programs to plan for and implement literacy instruction across the curriculum. Selecting, evaluating and using developmentally and culturally appropriate materials and resources will be a focus as well as using content literacy strategies which support independent reading and writing in the content areas. Prerequisite(s): admission to the teacher education program; EDRE 4450 (for EC–6) or EDRE 4820 (for 4–8 English Language Arts) or EDSE 4060 (for 4–8 Social Studies, Science or Mathematics).

**4900–4910. Special Problems.** 1–3 hours each.

### **Secondary Education, EDSE**

**3500. Knowing and Learning in Mathematics and Science.** 3 hours. Psychological foundations of learning. Problem solving in mathematics and science education utilizing technology. Principles of expertise and novice understanding of subject matter. Implications of high stakes testing. Foundations of formative and summative assessment. Prerequisite(s): admission to the Teach North Texas program, a university grade point average of at least 2.50 and TNTX 1100 (may be taken concurrently) or consent of a Teach North Texas advisor in the College of Arts and Sciences.

**3800. Professional Issues in Teaching.** 3 hours. An overview of American secondary education, including history, purposes, legal bases, school organization, education as a profession and analysis of characteristics required for professional success.

**3830. Teaching/Learning Process and Evaluation.** 3 hours. Examines the processes of learning and the phenomena of adolescent development as they relate to teaching in the secondary school. Prerequisite(s): junior standing and admission to teacher education.

**4000. Classroom Interactions.** 3 hours. Principles of delivering effective instruction in various formats (lecture, lab activity, collaborative settings). Examination of gender, class, race and culture in mathematics and science education. Overview of policy related to mathematics and science education. Prerequisite(s): admission to the Teach North Texas Program, a university grade point average of at least 2.50, TNTX 1200 and EDSE 3500.

**4060. Content Area Reading in Secondary Schools.** 3 hours. (0;0;3) Provides an overview of the reading process with emphasis on reading to learn in the secondary school content areas. Course provides knowledge and skills for identifying reading problems, modifying instructional materials and processes, and using writing to promote learning and thinking in the content areas. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Prerequisite(s): junior standing and admission to teacher education.

**4070. Teaching Diverse Populations.** 3 hours. (0;0;3) Provides knowledge and skills required for developing and implementing challenging instruction for students who are culturally different, students who receive special education services and students who are identified as gifted and talented. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Prerequisite(s): junior standing and admission to teacher education.

**4108–4118. Student Teaching in the Secondary School.** 3 hours each. Teaching under supervision. Prerequisite(s): EDSE 3800, 3830, 4060, 4070 and 4840, and senior standing. Required for those seeking secondary certification. See Student Teaching Program for details. Pass/no pass only.

**4128. Student Teaching Seminar in Science, Math and Computer Science.** 1 hour. Discussions include student teaching experiences. Contemporary critical issues in education. Preparation for the state certification exam. Prerequisite(s): TNTX 1100 and 1200; EDSE 3500, 4000 and 4500; concurrent enrollment in EDSE 4608 and 4618; and senior standing.

**4500. Project-Based Instruction in Math, Science and Computer Science.** 3 hours. Foundations of project-based, case-based and problem-based learning environments. Principles of project-based curriculum development in mathematics and science education. Classroom management and organization of project-based learning classrooms. This capstone course should be taken just prior to student teaching. Prerequisite(s): admission to the Teach North Texas program, a university grade point average of at least 2.50, and TNTX 4000.

**4608. Student Teaching I in Mathematics and Science.** 3 hours. (0;0;6) Teaching under supervision. Required for students seeking secondary certification. See the Teach North Texas program for details. Prerequisite(s): TNTX 1100 and 1200; EDSE 3500, 4000 and 4500; concurrent enrollment in EDSE 4128; and senior standing.

**4618. Student Teaching II in Mathematics and Science.** 3 hours. (0;0;6) Teaching under supervision. Required for students seeking secondary certification. See the Teach North Texas program for details. Prerequisite(s): TNTX 1100 and 1200; EDSE 3500, 4000 and 4500; concurrent enrollment in EDSE 4128; and senior standing.

**4800–4810. Studies in Education.** 1–3 hours each. Organized classes for program needs and student interest. Prerequisite(s): consent of department. Limited-offering basis. May be repeated for credit.

**4840. Instructional Strategies and Classroom Management.** 3 hours. (0;0;3) Taken during the semester immediately preceding student teaching, this course provides knowledge and skills required for organizing and directing various instructional strategies in the secondary classroom. Content includes teaching strategies, approaches to classroom management and discipline, student motivation, student and teacher assessment and evaluation, and the use of media and technology in the classroom. Instruction, assignments, directed field experience and other class activities may take place on site in a school setting. Must complete 55 hours of field experience in assigned middle and high schools. Prerequisite(s): junior standing, admission to teacher education, and completion of or concurrent enrollment in all education course work excluding student teaching.

**4900–4910. Special Problems.** 1–3 hours each.

**4951. Honors College Capstone Thesis.** 3 hours. Major research project prepared by the student under the supervision of a faculty member and presented in standard thesis format. An oral defense is required of each student for successful completion of the thesis. Prerequisite(s): completion of at least 6 hours in honors courses; completion of at least 12 hours in the major department in which the thesis is prepared; approval of the department chair and the dean of the school or college in which the thesis is prepared; approval of the dean of the Honors College. May be substituted for HNRS 4000.