

# DEPARTMENT OF CURRICULUM AND INSTRUCTION

## Undergraduate Degree(s):

- Bachelor of Science in Interdisciplinary Studies (4-8 English Language Arts and Reading Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-4-8-english-language-arts-reading-concentration-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (4-8 English Language Arts/Reading/Social Studies Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-4-8-english-language-arts-reading-social-studies-concentration-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (4-8 Mathematics Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-4-8-mathematics-concentration-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (4-8 Mathematics/Science Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-4-8-mathematics-science-concentration-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (Non-Teaching Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-non-teaching-concentration-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (4-8 Social Studies Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-4-8-social-studies-concentration-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (EC-6 Bilingual Generalist Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-ec-6-bilingual-generalist-concentration-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (EC-6 Generalist Concentration-Core) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-ec-6-generalist-concentration-core-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (Science 4-8 Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-science-4-8-concentration-bachelor-science/>)
- Bachelor of Science in Interdisciplinary Studies (Special Education All Levels/EC-6 Concentration) (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-special-education-all-levels-ec-6-concentration-bachelor-science/>)

## Graduate Degree(s):

- Master of Education in Curriculum and Instruction (Bilingual Education Concentration) (<https://catalog.tsu.edu/graduate/schools-colleges/education/curriculum-instruction/curriculum-instruction-bilingual-education-concentration-med/>)

- Master of Education in Curriculum and Instruction (Early Childhood Education Concentration) (<https://catalog.tsu.edu/graduate/schools-colleges/education/curriculum-instruction/curriculum-instruction-early-childhood-education-concentration-med/>)
- Master of Education in Curriculum and Instruction (Instructional Technology Concentration) (<https://catalog.tsu.edu/graduate/schools-colleges/education/curriculum-instruction/curriculum-instruction-instructional-technology-concentration-med/>)
- Master of Education in Curriculum and Instruction (Reading Education Concentration) (<https://catalog.tsu.edu/graduate/schools-colleges/education/curriculum-instruction/curriculum-instruction-reading-education-concentration-med/>)
- Master of Education in Curriculum and Instruction (Secondary \_\_\_\_\_ Concentration) (<https://catalog.tsu.edu/graduate/schools-colleges/education/curriculum-instruction/curriculum-instruction-secondary-concentration-master-education/>)
- Master of Education in Curriculum and Instruction (Special Education Concentration) (<https://catalog.tsu.edu/graduate/schools-colleges/education/curriculum-instruction/curriculum-instruction-special-education-concentration-med/>)
- Doctor of Education in Curriculum and Instruction (<https://catalog.tsu.edu/graduate/schools-colleges/education/curriculum-instruction/curriculum-instruction-edd/>)

The mission of the Department of Curriculum and Instruction is to produce effective teachers to serve culturally diverse students with a focus on urban school populations. The Department's mission is consistent with the overall mission of the College of Education (COE). The mission of the COE is to prepare caring, committed, competent, culturally responsive urban professionals who are equipped to provide effective service in urban schools, agencies and other entities. The theme of the conceptual framework for the COE Educator Preparation Program is "ExPO for Preparing Urban Professionals" which represents COE expectations, practices and outcomes. The programs of study in the Department of Curriculum & Instruction are designed to enable candidates to acquire the knowledge, skills and dispositions needed to function effectively in urban learning environments.

**The Department of Curriculum and Instruction offers courses in Interdisciplinary Studies with several concentrations that lead to a teaching certificate:**

- **EC-6 Generalist Core Subjects**
- **EC-6 Generalist Core Subjects with a specialization in either Special Education or Bilingual Education**
- **4-8 Bilingual**
- **4-8 English Language Arts Reading**
- **4-8 English Language Arts/Social Studies**
- **4-8 Social Studies**
- **4-8 Mathematics**
- **4-8 Science**
- **4-8 Mathematics/Science**
- **an ESL, Gifted and Talented, Bilingual and Special Education Supplements**

Unlike most of the other instructional units at the University, no minor is offered through this Department for the undergraduate degree.

**All first time Freshman students must enroll and complete the FS 102 Freshman Seminar/ first Year Experience within their first semester of attendance. Transfer students may substitute FS 102 Freshman**

**Seminar/ first Year Experience with any college level course to complete the total credit hours required for graduation by their degree plan.**

**At the graduate level, the Master of Education (M.Ed.) Degree in Curriculum and Instruction is offered with concentrations in:**

- Bilingual Education
- Early Childhood Education
- Reading Education
- English
- Mathematics
- Science
- Special Education

**A Doctor of Education (Ed.D.) Degree is offered in Curriculum and Instruction with a focus on urban school communities.**

The Doctor of Education in Curriculum and Instruction is designed to strengthen professional competence of what and how to teach for both certified and non-certified candidates. The Department of Curriculum and Instruction offers four (4) different concentrations:

- Curriculum Studies,
- Reading Education,
- Special Education and
- Sport Education (In collaboration with the Department of Health, Kinesiology and Sport Studies).

**Students who are interested in detailed information regarding the graduate degrees offered through the Department are referred to the Graduate School Bulletin of Texas Southern University or the Graduate School Website at [http://www.tsu.edu/academics/collegesschools/the\\_graduate\\_school/](http://www.tsu.edu/academics/collegesschools/the_graduate_school/) ([http://www.tsu.edu/%20academics/collegesschools/the\\_graduate\\_school/](http://www.tsu.edu/%20academics/collegesschools/the_graduate_school/)).**

The specialty areas for the B.S. in Interdisciplinary Studies represent several concentration areas that students may follow toward completion of the degree and Texas Teacher Certification. Students desiring to earn the B.S. Degree in Interdisciplinary Studies must:

1. be admitted to the University,
2. satisfy University and state testing requirements,
3. apply to the Educator Preparation Program (EPP) online at [tsu.educatortracking.com](http://tsu.educatortracking.com) (<http://tsu.educatortracking.com>) and secure an application to the EPP from the Office of Curriculum and Instruction, Room 204,
4. meet with departmental advisors to ensure all requirements have been met for admission to the EPP, complete all forms in the application packet, and
5. complete and submit an online application, hard copy application and an official transcript to the Director of Certification in Room 100.

Once admitted to the Educator Preparation Program (EPP), students become Candidate Teachers and are assigned an official departmental advisor who should be consulted each academic semester. Advisors guide candidate teachers through the Educator Preparation Program, as well as oversee matriculation through their programs of study. All requirements for the Educator Preparation Program must be met and candidate teachers must earn an overall GPA of 3.00 or better as a requirement for graduation. Courses designated as specialty courses must be completed with grades of "B" or better, where grades of "B-

are unacceptable, and assessment targets referenced for the Educator Preparation Program must also be met.

Prior to admission to the Educator Preparation Program students are encouraged to visit with staff advisors in the COE Student Advisement Center (SAC) for guidance, information, and program updates. SAC is located in the lower level of the Roderick R. Paige Education Building.

**In summary, students must gain admission to the University, meet University and state testing requirements, petition for admission, and qualify for the Educator Preparation Program. Requirements for the Educator Preparation Program should be reviewed carefully by all interested students. Additional information may be obtained from the Department Office located in R. Paige Education Building 204 or via telephone at (713)313-7267.**

## Departmental Policies

The Department has established policies and procedures to ensure candidates matriculate through the program in a timely manner. Adherence to these policies is necessary to successfully complete the selected program of study.

- Students should apply for admission to the Educator Preparation Program after completing at least 42 of the 60 hours of the foundation/core courses and must be TSI complete. Admission to the Educator Preparation Program MUST be obtained prior to enrollment in selected specialty courses and professional development courses.
- Prospective candidates cannot earn more than six (6) semester credit hours in specialty courses prior to admission to the Educator Preparation Program in the College of Education (See Advisor).
- Candidates should enroll in the Professional Development courses in two blocks of six semester hours each. The required sequence is EDCI 310 Field Based I Perf Focus Tchng and EDCI 339 Classrm Mngt followed by EDCI 328 Field Based -II Perf Focus Tch and EDCI 350 Desgng & Implg Inst/Assessment. These four courses cannot be taken together in a single semester.
- Candidates seeking certification must earn grades of "B" or better (grades of "B-" are unacceptable) in ALL professional development courses (EDCI 310 Field Based I Perf Focus Tchng, EDCI 328 Field Based -II Perf Focus Tch, EDCI 339 Classrm Mngt, and EDCI 350 Desgng & Implg Inst/Assessment).
- Candidates seeking certification must earn grades of "B" or better (grades of "B-" are unacceptable) in specialty/ content courses identified on the selected degree plan.
- Candidates must register in the Department for Content/Specialty, Professional Development, and Clinical Practice Courses.
- Candidates cannot enroll in Clinical Practice until they have taken and passed the state content examination and the Pedagogy and Professional Responsibility (PPR) examination.
- Students desiring to transfer into the Department from other schools and colleges must have an overall GPA of 3.00. Students who fail to meet the GPA requirements can reapply for approval to transfer into the Department after meeting the 3.00 GPA requirement.
- Candidates may register for the TExES exam (Content or PPR) after successfully passing the appropriate TExES Representative Forms Practice Tests (administered by the Department).
- Candidates must complete the Department "Notice of Intent to File for Graduation" form one semester prior to the anticipated graduation date. This will allow time for Advisors to determine

whether candidates will be able to complete program requirements by the expected graduation date.

## Steps for Completing the COE Educator Preparation Program

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1

Once candidates have passed the Representative Forms Practice Tests, they can seek permission from the Coordinator of Testing and Chairperson of Curriculum & Instruction to take the appropriate state-administered TExES Examinations.

2

Candidates cannot enroll in Clinical Practice until the Content and the EC-12 PPR TExES exams have been passed.

3

Complete the Department "Notice of Intent to File for Graduation" form one semester prior to your anticipated graduation date.

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- Interdisciplinary Studies (4-8 English Language Arts/Reading/Social Studies Concentration), Bachelor of Science (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-4-8-english-language-arts-reading-social-studies-concentration-bachelor-science/>)
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- Interdisciplinary Studies (EC-6 Generalist Concentration-Core), Bachelor of Science (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-ec-6-generalist-concentration-core-bachelor-science/>)
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- Interdisciplinary Studies (Science 4-8 Concentration), Bachelor of Science (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-science-4-8-concentration-bachelor-science/>)

- Interdisciplinary Studies (Special Education All Levels/EC-6 Concentration), Bachelor of Science (<https://catalog.tsu.edu/undergraduate/schools-colleges/education/curriculum-instruction/interdisciplinary-studies-special-education-all-levels-ec-6-concentration-bachelor-science/>)

## Curriculum and Instruction Courses

### EDCI 210 Ins Tec (3 Credits)

Instructional Technology I (3) Provides practice using computers for instruction, evaluation, and management. Analyzes the tenets of professional conduct, ethics, roles, and responsibilities for teaching with computer technology. Three hours of computer use and lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

### EDCI 246 Hist & Theories of Child Devel (3 Credits)

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

### EDCI 301 Content Foc Tchng: Reading (3 Credits)

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

### EDCI 310 Field Based I Perf Focus Tchng (3 Credits)

Principles and Foundations of Education (3) Analyzes the ethical and legal aspects of teaching, including the structure, organization, and management of the U.S. school system. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

### EDCI 328 Field Based -II Perf Focus Tch (3 Credits)

Psychology of Learning, Growth, and Development (3) Analyzes human development and behavior that influences learning. Attention given to motivational styles, learning styles, and ethnic identity development in multicultural classrooms. Three hours of lecture per week.

**Prerequisite(s):** EDCI 310 and EDCI 339

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

### EDCI 329 Content Foc Tchng:Social Stud (3 Credits)

Content Focused Teaching in Social Studies (3) Provides developmentally appropriate knowledge and skills needed for planning, organizing, and effectively delivering instruction based on NCSS social studies standards. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

### EDCI 330 Content Foc TCHG: Mathematics (3 Credits)

Content Focused Teaching in Mathematics (3) Teaching and learning with an emphasis in content-integrated curriculum and school-based inquiry in mathematics. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

### EDCI 339 Classrm Mngt (3 Credits)

Assessment and Evaluation (3) Develops the relationship between evaluation and the instructional process, including using, constructing, and selecting assessment instruments. Three hours of lecture per week.

**Prerequisites:** EDCI 310 and EDCI 328.

**Prerequisite(s):** (EDCI 310 and EDCI 328)

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 340 Ins Tec II (3 Credits)**

Instructional Technology II (3) Emphasizes researching, planning, developing, implementing, and evaluation of teaching and learning materials for specific purposes. Requires planning for higher order thinking, multiple learning and information processing. Three hours of computer use and lecture per week. Prerequisite: EDCI 210.

**Prerequisite(s):** EDCI 210

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 345 Survey of Early Chld Dev (3 Credits)**

Survey of Early Childhood Development (3) Analyzes, in-depth, children from birth to age eight with special emphasis on typical and atypical cognitive, physical, social, and emotional development. Minimum of 20 hours of observation required. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 346 Intro to Edu Psychology (3 Credits)**

History and Theories of Child Development (3) Develops historical, philosophical, psychological, and social foundations in early childhood. Cognitive, physical, social, and emotional developmental theories emphasized. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 347 Adol Dev (3 Credits)**

Adolescent Development Theories (3) Analyzes developmentally appropriate human processes, from birth through age 16, with respect to adolescent adjustment to school and society. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 348 Hum Dev Thry (3 Credits)**

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 350 Desngng & Implg Inst/Assessment (3 Credits)**

Effective Instructional Strategies (3) Focuses on the study of instructional methods that emphasize practical application to the teaching/learning process. Some of these strategies include: planning, resources and communication. Three hours of lecture per week.

**Prerequisites:** EDCI 310 and EDCI 328.

**Prerequisite(s):** (EDCI 310 and EDCI 328 (may be taken concurrently) and EDCI 339)

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 402 Content Foc Tchng: Science (3 Credits)**

Science Strategies (3) Stresses the principles, content, methods and materials of teaching science in grades EC-8. The major focus is on planning, organizing, and delivering instruction based on the Science Teks. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 403 Sci Strat II (3 Credits)**

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 404 Cert Sem (3 Credits)**

Certification Seminar (3) Emphasizes the importance of aligning knowledge and skills with ideal practices in developmentally appropriate teaching environments. Three hours of lecture per week. Prerequisites: EDCI 310, 328, 339 and 350.

**Prerequisite(s):** EDCI 310 and EDCI 328 and EDCI 339 and EDCI 350

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 405 Integrated Lang Arts/Soc Stud (3 Credits)**

Integrated Language Arts, Social Studies, and Fine Arts (3) Enhances the language skills of pre-service teachers through Social Studies, Art, Music, and Drama in order for them to model effective teaching practices from a whole language approach. Three hours of lecture per week.

**Prerequisite(s):** RDG 301 or RDG 302

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 410 Individual Projects (3 Credits)**

Individual Project (3) Creates opportunities for students to increase learner outcomes through participation in an independent project to apply effective instructional practices for diverse populations of urban learners.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 430 Integrated Sci, Math, & Health (3 Credits)**

Integrated Science, Mathematics, and Health (3) Provides integrated study of the natural and social sciences, along with mathematics and health, in a creative way with associated teaching strategies to support the success of urban students. Intended for pre-service teachers. Three hours of lecture per week.

**Prerequisite(s):** MATH 133 and MATH 235 and MATH 236

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 431 Linguistics (3 Credits)**

Linguistics (3) Introduces the basic linguistic concepts and terminology related to phonology, syntax, morphology, vocabulary, and semantics for bilingual and ESL teachers. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 432 Language Acquisition (3 Credits)**

Language Acquisition (3) Analyzes the first and second language acquisition theories. Addresses the linguistic, cultural, and cognitive factors that impact the acquisition of a second language. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 433 Early Childhood Curriculum (3 Credits)**

Early Childhood Curriculum (3) Examines and stresses planning, implementation, and evaluation of developmentally appropriate curriculum content for young children from birth through age eight. Emphasizes an interdisciplinary cognitive curriculum that includes an understanding of mathematics, science, and social studies. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 434 Creat Arts & Move (3 Credits)**

Creative Arts and Movement (3) Provides basic skills and techniques associated with activities and strategies for integrating the visual arts, music, creative drama and movement into the EC-4 curriculum. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 435 Lan Dev & Lit (3 Credits)**

Language Development and Literacy in Early Childhood (3) Emphasizes the development of receptive, expressive language, and emergent literacy in children. Includes understanding and awareness of native speakers of other languages. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 436 English Lang Skills (3 Credits)**

Developing English Language Skills (3) Creates opportunities for students to practice techniques to teach English to speakers of other languages. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 437 Effective Classroom Communicat (3 Credits)**

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 438 Hum Dev Thry II (3 Credits)**

Human Development Theories (3) Analyzes developmentally appropriate human processes, from birth through age twenty, with respect to cognitive, physical, emotional, linguistic, social, moral, and ethical development. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 444 Role of Play in Early Childhd (2 Credits)**

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 450 DIR STU TCH GRD 4-8 (6 Credits)**

Directed Student Teaching in Grades 4-8 (6) Provides directed student teaching in grades 4-8 with supervisory support from the College of Education, a University-based supervisor, and a school-based supervisor. Two hours of lecture and forty hours of laboratory per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 451 Curriculum & Assessment for English Language (3 Credits)**

This course addresses second language instruction and subject matter instruction in english ELL students who are in mainstream classrooms. Three credit hours per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 452 ESL Materials and Methods (2 Credits)**

This course will focus on key concepts in ESL methodology, including teaching strategies and techniques to help ESL student in listening, speaking, reading, and writing skills in the content areas. Two credit hours per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 453 Conversation Spanish (3 Credits)**

This course will focus on the patterns of conversation, essential vocabulary and simple grammatical structures to develop skills in listening, speaking, reading and writing spanish. We will explore the diverse traditions and rich culture through a variety of activities. Three credit hours per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 454 Internship (3 Credits)**

The Internship is designed to provide non certification track students with work experience in EC-12 or other community settings. Three credit hours per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 455 Curr Dev in Bilingual Ed (3 Credits)**

Curriculum Development in Bilingual Education (3) Examines the theoretical bases of bilingual education curriculum. Emphasis is placed on designing curriculum appropriate to EC-6 bilingual education. Includes evaluation of designed curriculum and application. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 456 Dev Span Lang Skills I (3 Credits)**

Developing Spanish Language Skills I (3) Develops Spanish language skills needed to teach reading and language arts in a bilingual program. Taught in Spanish. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 457 Dev Span Lang Skills II (3 Credits)**

Developing Spanish Language Skills II (3) Develops the technical Spanish vocabulary skills needed to communicate concepts in mathematics, social studies, and science. Taught in Spanish. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 458 Seminar in Teaching (3 Credits)**

Seminar Teaching (3) Focuses on academic language among school personnel: teachers, students, parents, administrators, and others. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 460 Foundations of Bilingual Ed (3 Credits)**

Foundations of Bilingual Education (3) This course outlines the historical perspective of bilingualism and biculturalism. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 463 DIR STU TCH SPED (6 Credits)**

Directed Student Teaching in Special Education (6) Creates opportunities for observation and student teaching in regular and special class assignments in the area of language/learning disabilities on the elementary or secondary levels. Two hours of lecture and forty hours of laboratory per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 464 DIR STU TCH HS (6 Credits)**

Directed Student Teaching in High School (6) Creates opportunities for observation and directed teaching by students in an approved secondary school. Two hours of lecture and forty hours of laboratory per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 466 Stu Tchg Bilingual Classrooms (6 Credits)**

Directed Student Teaching in Bilingual Classrooms (6) Creates opportunities for observation and directed teaching of students in elementary, bilingual, and/or ESL classrooms. Supervision done by bilingual faculty. Two hours of lecture and forty hours of laboratory per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 468 DIR STU TCH ALL LEVELS (6 Credits)**

Directed Student Teaching - All Levels (6) Creates opportunities for observation and directed teaching at the elementary and secondary levels. Half of the time spent in an elementary school and half of the time spent in a high school setting. Two hours of lecture and forty hours of laboratory per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 469 Dir Teaching Elem School (6 Credits)**

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 478 Family & Comm Rel In Sch (3 Credits)**

Family and Community Relationships in Early Childhood (3) Stresses the social and psychological impact that the family and the community have on the development of children. Also examines implications of cultural diversity, family life styles, and socioeconomic level on the young child. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 479 Mgmt Early Childhd Envir (3 Credits)**

Management in Early Childhood Environment (3) Emphasizes structuring of indoor and outdoor learning environments that promote positive self image, achievement, and competence. Examines personal health, safety, materials, and resources. Includes group management. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**EDCI 491 Dir Stu Tchng: EC-6 (6 Credits)**

Directed Student Teaching in Elementary School and Kindergarten (6) Creates opportunities for observation and directed student teaching at the elementary and kindergarten levels. Half of the time spent in an elementary school and half of the time spent in a kindergarten setting. Two hours of lecture and forty hours of laboratory per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

## Developmental Reading Course Reading Education Courses

**RDG 201 Basic Concepts In Reading (3 Credits)**

Basic Concepts of Reading (3) Recognizes interrelationships of reading, writing, listening, and speaking. Shows how to plan instruction that reflects interrelated nature of these processes. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 202 Reading Skills Development (3 Credits)**

Reading Skills Development (3) Familiarizes students with recent issues in language arts education and teaches them how to apply this information to classroom instruction. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 300 Psychology of Reading (3 Credits)**

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 301 Content Foc Tchng:Reading (3 Credits)**

Basic Concepts of Reading (3) Recognizes interrelationships of reading, writing, listening, and speaking. Shows how to plan instruction that reflects interrelated nature of these processes. Three hours of lecture per week. Formerly RDG 201.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 302 Reading Skills Development (3 Credits)**

Reading Skills Development (3) Familiarizes students with recent issues in language arts education and teaches them how to apply this information to classroom instruction. Three hours of lecture per week. Formerly RDG 202.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 400 Con Are Rdg (3 Credits)**

Middle School Reading (3) Introduces language arts strategies and concepts of learning across the content areas. Focus on the curriculum in grades 4-8. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 401 Div Pop (3 Credits)**

Diverse Populations (3) Presents the diverse populations of children in Texas schools and their educational needs through literature with emphasis on diversity. Content addresses special education laws and procedures. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 402 Informal Diagnosis (3 Credits)**

Informal Diagnosis (3) Emphasizes assessment of reading skills using informal procedures, including informal reading inventories, checklists, and observation. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 404 Reading/Study Skills (3 Credits)**

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**RDG 406 Reading Appreciation (3 Credits)**

Reading Appreciation (3) Familiarizes students with a wide variety of children's literature and applies such knowledge to the selection, appreciation, and critical evaluation of literary works. Three hours of lecture per week.

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## Special Education Courses

**SPED 309 Survey Exceptional Education I (3 Credits)**

Survey of Exceptional Education I (3) Provides a survey of issues related to Learning Disabilities, Mental Retardation, Autism, and Severe/Multiple Disabilities in relation to the effects of disabilities on learning. Must be taken in conjunction with SPED 370 during the same semester. Three hours of lecture per week.

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**Department:** Dept of Curriculum & Instructn

**SPED 370 Survey Exceptional EducationII (3 Credits)**

Survey of Exceptional Education II (3) Provides a survey of characteristics and etiology of physical and speech/language disabilities. Basic statutory and legislative issues included. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**SPED 401 Field Experiences in Sped (3 Credits)**

Field Experiences in Special Education (3) This course provides an opportunity for students to obtain field experiences in schools.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**SPED 402 Assess Prac Child with Disaba (3 Credits)**

Assessment Practices for Children with Disabilities (2) Emphasizes the commonly used techniques and tools for assessing students. Includes both formal and informal assessment measures. Two hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**SPED 403 Ed Procs for Chid with Disabs (3 Credits)**

Educational Procedures for Children with Disabilities I (3) Outlines strategies and methods used to foster inclusionary practices that improve student outcomes in the areas of mathematics and social skills. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**SPED 404 Manag Behavs Child Dis (3 Credits)**

Managing of Behaviors of Children with Disabilities (2) Focuses on the characteristics of children with behavioral disorders and provides strategies to address these problems. Two hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**SPED 405 Ed Procs for Child with Dis II (3 Credits)**

Educational Procedures for Children with Disabilities II (3) Outlines strategies and methods used to foster inclusionary practices that improve student outcomes in the areas of language, spelling, and reading. Three hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**SPED 406 Schoo/Comm Collabs Spec Ed (3 Credits)**

School/Community Collaboration for Special Education (2) Addresses the importance of collaboration among educators, parents, and the community to meet the needs of all students. Emphasizes collaborative strategies within the context of inclusive education. Two hours of lecture per week.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn

**SPED 410 Individual Project-Spec Edu (3 Credits)**

Individual Project - Special Education (3) Creates opportunities for students to increase learner outcomes through participation in an independent project to apply effective special education instructional practices for the urban learner.

**College/School:** College Of Education

**Department:** Dept of Curriculum & Instructn