

# College of Education

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## Mission

We are in the education business. We prepare education experts for teaching our nation's children, leading our schools and communities, and conducting and disseminating impactful research that informs and shapes our practices. In doing so, we believe in social justice in our policies, practices, and actions; ensuring equity for all students, faculty, and staff; holding firm our commitment to a diverse workforce and academic curriculum; and providing a welcoming and inclusive college in which to learn and work.

## History and Overview

In 1979, The Center for Professional Teacher Education, now the College of Education, began offering coursework at the graduate level. In the late 1980s, a Master of Education and Teaching degree (M.Ed.T.) was approved. This degree served teachers who wanted the opportunity to extend their knowledge base in education and related fields with graduate coursework. The degree enabled students to combine graduate coursework in education with study in an academic discipline related to their teaching field or specialization. Its success led to the expansion of education offerings to include additional certifications in Reading and Educational Administration as well as supplemental certification in Bilingual Education (BIL), English as a Second Language (ESL), and Gifted and Talented (G/T).

As one of only a few Texas universities authorized to offer post baccalaureate teacher certification at the graduate level, the College of Education began offering graduate level teacher certification with an M.Ed.T. in the summer of 1998. With expansion of program offerings, the M.Ed.T. no longer met the needs of all degree-seeking students. In 1999, the College of Education added two new master's degree programs, a Master of Education (M.Ed.) in Educational Leadership and Policy Studies and a Master of Education (M.Ed.) in Curriculum and Instruction. In 2021, the Master of Education (M.Ed.) in Special Education was added.

The M.Ed. in Curriculum and Instruction (C&I) is for educators wanting to extend their knowledge in education and related fields, including science and mathematics. The C&I M.Ed. - Literacy Studies serves students wanting to earn a master's degree along with a Reading Specialist Certificate. Supplemental certification in English as a Second Language may also be added to the C&I M.Ed. - Literacy Studies. The C&I Department also offers M.Ed. emphasis areas in Science Education and Mathematics Education and a master of Education in Mind, Brain, and Education. The M.Ed.T. is offered for students seeking teacher certification (early childhood - grade 6, middle level, secondary, and all level) at the graduate level. The M.Ed. in Special Education includes a heavy emphasis on teaching and learning with assistive technology, evidence-based behavioral strategies, and research and has multiple emphasis areas such as options for initial teacher certification preparation, high incidence disabilities, and low incidence disabilities. Students may pursue Principal Certification or Higher Education Administration emphasis courses in the M.Ed. in Educational Leadership and Policy Studies. Superintendent and principal certification programs also are available. The Department of Educational Leadership and Policy Studies offers a Doctor of Philosophy (Ph.D.) degree in Educational Leadership and Policy Studies.

## College of Education: Conceptual Framework

### Vision and Values

A shared vision of Educator Preparation at UTA was developed in collaboration with colleagues across four academic colleges, colleagues in PK-12 education, and other stakeholders. This shared vision is rooted in the mission of the University of Texas at Arlington to serve the citizens of Texas, the United States, and the world through research, teaching, and service. The large scales of these visions and missions reflect the scope of the university and its educator preparation programs. The educator preparation programs are dedicated to the development of education professionals who are intellectual leaders; who are prepared to participate in professional, social, and technological change; who are collaborative with PK-12 education colleagues and others who are committed to improving learner outcomes; who promote the advancement of the field through ongoing professional development, the use of evidence-based practices, the confidence to question and use innovative instructional strategies, and the skill to assess their impact on student learning; who advocate on behalf of all learners and the education profession; and who are education leaders in their classroom, school, and community.

### Coherence

Because educator preparation at University of Texas at Arlington is a large, complex and strategic enterprise, the dean of the College of Education is administratively responsible for the preparation of all candidates in educator preparation. Although much of the responsibility for educator preparation is vested in the faculty of the College of Education, who have a primary mission to prepare education professionals, educator preparation also is a function of three other academic colleges: Liberal Arts; Nursing and Health Innovations; and Science as well as our PK-12 partners. A campus-wide entity known as the Education Professions Council (EPC) serves as the curriculum review authority for all programs leading to licensure and as a policy advisory board to the College of Education dean.

### Professional Knowledge and Dispositions

Educator preparation programs at UTA view schools as complex social, political, cultural, and interpersonal organizations and teaching as a highly complex activity in which teachers apply knowledge to develop curriculum, carry out instruction, and assess learning. Prospective teachers must develop subject matter knowledge, a core strength of educator preparation at UTA, pedagogical knowledge, and knowledge of context. From this foundation

they can form pedagogical content knowledge, the knowledge about how to teach specific subject matter (Harris & Hofer, 2014). Together, these competencies distinguish teachers from subject matter specialists (e.g., Darling-Hammond & Bransford, 2005). An inquiry-oriented approach to educator preparation, where teaching is made problematic and students of teaching engage in reflection to develop their understandings of teaching and learning, characterizes UTA's programs (e.g., Calderhead, 2012; Savery, 2015).

In addition to developing knowledge of content and pedagogy, candidates are expected to develop the dispositions to become caring and dedicated education professionals who are sensitive to community and cultural norms, demonstrate willingness to work with others, take responsibility for establishing a positive climate, respect students as individuals, treat students fairly, show concern for students' well-being, and demonstrate appropriate professional practice (e.g., Kea, Campbell-Whatley, & Richards, 2006; Nelson, 2014). We also expect our candidates to think critically and engage in discovery (research) and the use of evidence-based practices, be responsive to education issues related to social justice and diversity, and integrate technology literacy throughout. These commitments and dispositions are reflected in institutional, state, and professional standards by which candidates are informed and assessed (e.g., CAEP, 2013; InTASC, 2011; NBPTS, 1994). This conceptual framework embodies educator preparation at University of Texas at Arlington's commitment to these principles.

One primary theme woven across programs that guides educator preparation at UTA is **Sustainable Urban Communities**. Located in the heart of the Texas/Fort Worth metroplex, UTA is a predominately Hispanic serving urban institution. Our faculty, staff, and students value this urban community and seek to harness its diverse population and geographic advantage to strengthen educator preparation and prepare education professionals skilled in educating PK-12 children, supporting local families, and ensuring that every student is college or career ready following secondary education. To ensure sustainable urban communities, a UTA student body equipped to serve in such settings must be developed. Thus, faculty and staff at UTA are committed to leading the nation in the preparation of education professionals skilled in bilingual education. As well, preparing education professionals who are highly skilled to serve children in grades PK through 12, school counselors, and education leaders in urban settings are hallmarks of UTA's College of Education.

Our programs also embrace three additional UTA strategic themes, **Health and Human Condition** in which educated populations are physically healthier. The preparation of highly skilled education professionals who serve our local schools and Texas results in educated communities who are equipped to meet their health needs and improve overall human conditions. **Data-Driven Discovery** in which education professionals create knowledge through research and discovery and use evidence-based practices in their daily lives. They also assess their effectiveness through analysis of their practices and the learning and behavioral outcomes of their students. **Global Environmental Impact** where instructional innovations derived from data-driven discovery are examined, replicated, and disseminated globally to positively impact educational practices.

Four key values are integrated throughout programs and guide educator preparation at UTA:

- **Professionalism** represents the expectation that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.
- **Collaboration** is the cornerstone of our educator preparation program. Our partnerships with PK-12 education colleagues foster collaborative planning and experiences for future and current teachers (CAEP, 2013, Standard 2) and education leaders. This collaboration extends to include research and professional development with our PK-12 partners to improve learner outcomes.
- **Advancement** ensures that our candidates engage in reflective practices and continuously seek to improve their skills as education professionals. This includes a commitment to ongoing professional development, the use of evidence-based practices, the confidence to question the validity of practices and the ability to use innovative instructional strategies, and the skill to assess their impact on student learning.
- **Leadership** development prepares our candidates not only to serve as leaders in their classroom, but also their school and across a global community as they advocate for their students and the profession. Leadership also represents a candidate's ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals.

### Alignment with State and Professional Standards

Initial teacher preparation programs are based on performance-based standards including the Interstate New Teacher Assessment and Support Consortium (InTASC) principles and the Texas Teacher Standards (Texas Education Association, TEA). In addition to these standards, faculty of the various program areas use professional standards in the development of specific programs, such as those included as Specialized Professional Association (SPAs), the Council for Accreditation of Educator Preparation (CAEP), and the National Board for Professional Teaching Standards (NBPTS).

### Initial Preparation Programs

In addition to the key programmatic features, the professional preparation programs highlight key features and programmatic emphases that are interrelated and addressed throughout. All of the components of the educator preparation programs include professional, state, and institutional standards. Academic content and evidence-based-practice are the core of professional preparation:

**Initial (Undergraduate) Preparation.** In addition to the core principles, nine areas of competency are emphasized during the initial preparation programs:

- **Understands learner development, learning differences, and learning environments:** Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas and designs and implement developmentally appropriate and challenging learning experiences (InTASC, 2011, Standard #1). Candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC, 2011, Standard #2). Candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC, 2011, Standard #3). Candidates work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs and teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning (TEA, 2014, Standards 2 and 4).
- **Focus on the learner and assess growth and outcomes:** The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making (InTASC, 2011, Standard #6). Candidates use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed (TEA, 2014, Standard 5).
- **Teach effectively by integrating content and pedagogy:** The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC, 2011, Standard #5). The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC, 2011, Standard #8). Candidates demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes appropriate use of technology, and makes learning relevant for today's learners. Candidates also exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards (TEA, 2014, Standards 1 and 3).
- **Differentiates instruction to diverse learners:** The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC, 2011, Standard #9). The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2011, Standard #2).
- **Apply current and emerging technologies:** The candidate effectively applies relevant technologies to enhance students' learning experiences, and actively seeks out opportunities to capitalize on emerging technologies (InTASC, 2011, Standards 3g, 3m, 4g, 5l, 6i, 7k, 8g, 9d, 9f, 10g).
- **Engage in early and articulated field experiences:** The candidate is actively engaged in early and articulated field experiences throughout key elements of the program (CAEP 2013, Standard #2).
- **Collaborate with teachers, parents and community:** The candidate seeks opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 2011, Standard #10). Candidates consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity (TEA, 2014, Standard 6).
- **Commit to diversity:** The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments (InTASC, 2011, Standard 3[l]). The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning (InTASC, 2011, Standard 7[i]).
- **Think critically and reflectively:** The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). (InTASC, 2011, Principle #4; NBPTS, 1994, Proposition #4)

### Advanced (Graduate) Preparation Programs

Advanced programs are designed to help experienced practitioners move beyond the basic mastery of content and practice that characterizes initial licensure to develop deeper understandings, more sophisticated practice, and the knowledge and dispositions that characterize leaders in the educational community. Upon completion of an advanced program of study, candidates are accomplished educators whose practices are consistent with the standards of professional associations and the National Board for Professional Teaching Standards (NBPTS). Advanced preparation extends initial preparation and emphasizes five more areas:

- **Communicate knowledge:** The advanced candidate speaks, writes, and employs relevant media to effectively communicate knowledge on substantive topics to others (InTASC, 2011, Standards 3, 5, 6, 8, and 10).
- **Synthesize knowledge:** The candidate integrates knowledge from multiple sources to address pertinent questions and issues (InTASC, 2011).
- **Create and discover knowledge:** The candidate creates and discovers knowledge to further the state of the art and science of education.
- **Engage in professional development:** The candidate actively seeks out learning opportunities to grow professionally. (INTASC, 2011, Standard #9) and teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity (TEA, 2014, Standard 6).

- **Participate actively in the profession:** The candidate actively participates in the profession through communicating scholarly discoveries, offering learning opportunities to others, and engaging in efforts to promote social justice and equity in educational opportunities and outcomes (NBPTS, 1994, Proposition #5).

## Scholarly Activity and Research Interests of the Faculty

College of Education faculty members strive to model the characteristics of the most proficient professional educators for all students aspiring to membership in the education professions. Faculty members in the College of Education have consistently achieved recognition for their excellence in teaching in the University and beyond. They have received numerous honors, including the University of Texas System Board of Regents Outstanding Teaching Award, UT System Chancellor's Council Teaching Award, election to UT Arlington's Academy of Distinguished Teachers, and the Piper Professor Award at the state level. They have also served as guest lecturers at universities across the country. In addition, numerous faculty members have received recognition for their scholarly publications and professional contributions.

The College of Education values faculty scholarship for its potential impact on the increased effectiveness of teaching and learning in professional education preparation programs and in public and private school settings. Scholarly and research activities cover a variety of areas represented by the expertise of each individual faculty member.

Evidence of service to the College of Education, the University, the community and the practicing profession is also expected of the faculty. This includes service to local constituencies such as school districts, education service centers, parent-teacher groups, professional associations, and/or other agencies and organizations dedicated to the improvement of teaching and learning. It also encompasses outreach programs, community events, civic leadership, and the promotion of alumni support and involvement. The extensive service activities of faculty members in the various departments have garnered additional awards from the University, the community, the state, and a variety of professional organizations.

### DEPARTMENT OF CURRICULUM AND INSTRUCTION ([HTTP://CATALOG.UTA.EDU/ARCHIVES/2022-2023/EDUCATION/CURRICULUM/](http://catalog.uta.edu/archives/2022-2023/education/curriculum/))

Curriculum and Instruction faculty members focus on a wide range of topics associated with teaching and learning. These include improving the effectiveness of instruction in various content areas; studying family support for learning; addressing issues associated with social sciences; using technology to enhance distance education instruction and student mentoring; online supplemental student teacher supervision; the effectiveness of service learning; and the connections among brain physiology, cognition, and education. Funded projects include providing UT Arlington students as mentors to high school students for college success, math and science cohorts and camps, improving retention in post-secondary education, including college success strategies in educator preparation coursework. More information about programs in this department can be found on the Curriculum and Instruction website (<https://www.uta.edu/academics/schools-colleges/education/current-students/departments/ci/>).

### DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES ([HTTP://CATALOG.UTA.EDU/ARCHIVES/2022-2023/EDUCATION/LEADERSHIP/](http://catalog.uta.edu/archives/2022-2023/education/leadership/))

Educational Leadership and Policy Studies (ELPS) faculty research activities and publications have focused on school leadership trends, developing collaborations among the University, public, private and charter schools; fostering creativity in learning organizations; studying legal, policy, and governance issues; and other education concerns. Current focus is on transition research relative to students, faculty, and leadership across PK-16 school settings, between high school and beyond, and transitions between leadership levels. Other research examines how the media portrays educators and the education profession. Visit the ELPS website (<https://www.uta.edu/academics/schools-colleges/education/current-students/departments/elps/>) for additional information about programs in Educational Leadership and Policy Studies in the College of Education.

## Resources

### College of Education Advising Office

Advising Services helps students succeed by providing the information and support services needed to achieve their academic and career goals. The Academic Advisors are available to assist students in various stages of preparing for or furthering their careers as educators and school administrators.

Advising Services also provides information and advising regarding admission requirements and degree plan options, as well as the academic content areas.

Call 817.272.2956 to schedule an advising appointment. For advising questions email [coedadvising@uta.edu](mailto:coedadvising@uta.edu) ([coehpadvising@uta.edu](mailto:coehpadvising@uta.edu)).

### Certification

Information concerning state licensure examinations and educator preparation program application procedures is provided by Christine Pruitt, Assistant Director of Certification ([christine.pruitt@uta.edu](mailto:christine.pruitt@uta.edu)).

To be eligible for certification under all programs, a candidate must meet specific criteria set by the program, College of Education, University, and State Board for Educator Certification. See the College of Education website for additional information.

## Educational Field Experience

The Office of Educational Field Experience supports partnerships between the College of Education and PK-16 schools and their communities. Partner public school districts and the College of Education collaborate to provide high-quality learning environments for future teachers. Prospective teacher candidates apply their knowledge of content and pedagogy during both a Field-Based Experience semester and a Student Teaching semester arranged through the Office of Educational Field Experience. The Field-Based Experience semester gives teacher education candidates the opportunity to observe and interact with diverse student populations in variety of formal and informal educational settings at partnership schools. During the Clinical Teaching semester, these pre-service teachers refine their teaching skills by working directly with students in classrooms, at designated public schools in the candidate's area of certification, guided by a cooperating mentor teacher and supervising university faculty.

## Education Career Services

<https://www.uta.edu/academics/schools-colleges/education/current-students/career-ops> (<https://www.uta.edu/academics/schools-colleges/education/current-students/career-ops/>), 817.272.2831, or [careerservices@uta.edu](mailto:careerservices@uta.edu).

The Education Career Services office assists education students who are seeking positions as teachers and administrators. Positive collaborative relationships with partners in the various school districts are important to the College, the districts and students. The annual College of Education Career Day typically hosts over 50 school districts. Employers can list position vacancies as well as district job fairs with Education Career Services. In addition, Education Career Services offers career planning seminars, which include guidance on resume writing and developing strong interviewing and networking skills. The ultimate goal is to prepare UT Arlington students for the next step in their career development as professional educators and administrators.

## COURSES

### **EDUC 2101. EXPLORING TEACHING. 1 Hour.**

An opportunity to experience a mentorship with public school students while exploring the impact Gardner's Multiple Intelligences and personality profiles play in the learning environment. Ten hours of mentorship required. Academic credit awarded. Service Learning course.

### **EDUC 2302. THE PROFESSIONAL EDUCATOR. 3 Hours.**

This course introduces students to the teaching profession. Professionalism, ethics, learning theory and historical foundations, advocacy, and current trends and issues in education will be examined. Students will develop a personal philosophy of education. This course fulfills the University requirement for either UNIV 1101 or UNIV 1131.

### **EDUC 2330. STUDENT LEADER EFFECTIVENESS TRAINING. 3 Hours.**

Identifies the philosophy and theories of leadership, leadership styles, and contemporary leadership issues for any student who desires to pursue their leadership education. Practical application of leadership skills are developed through interactive class discussions, analyzing case studies, and group problem-solving and role-playing experiences. Elective only and does not count as part of the professional education certification requirements.

### **EDUC 3301. TEACHING DIVERSE LEARNERS. 3 Hours.**

A survey course that focuses on effective differentiated instruction, assessment, and management strategies for working with diverse learners to build capacity for constructing a culturally responsive learning environment. Designed to provide increased self-awareness and insight into issues of diversity. Additionally, students will examine education law and models related to diverse learners as well as strategies for working with parents and families of diverse learners. Students will evaluate multicultural context, demographics, and practices at a local school. This course requires students to spend a minimum of 20 hours a semester in a K-12 classroom.

### **EDUC 3333. STEM EDUCATION IN THE PK-12 CONTEXT. 3 Hours.**

Methods and materials for integrated STEM teaching and learning in the PK-12 context. Emphasis on developing best practices for an integrated context that combines and makes connections between science, technology, engineering, and mathematics. This includes, but is not limited to, project and problem-based learning, real world problem solving, inquiry-based instruction, computational thinking, and engineering design. Includes field-experience in a PK-12 STEM setting.

### **EDUC 3390. SPECIAL TOPICS IN EDUCATION. 3 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

### **EDUC 4316. FOUNDATIONS OF EDUCATION. 3 Hours.**

The course introduces students to the teaching profession. Historical foundations, professionalism, school law (including special education law), diversity in education, effective communication, family involvement, and current trends and issues in education will be examined. Students will also examine personal reasons for wanting to teach and will create a personal philosophy of education. Field observation required. (2-1).

### **EDUC 4318. POSITIVE CLASSROOM MANAGEMENT. 3 Hours.**

A survey of effective strategies of classroom management based on contemporary research. Particular attention will be paid to creating proactive learning environments through positive behavioral interventions and supports. Outcomes students will demonstrate include: instructional management and application of positive behavioral supports, procedures of assessment for planning classroom management; understanding of functional behavior assessment, a continuum of behavioral support, and the role of behavioral strategies in instructional classroom management; and understanding classroom management systems and instructional formats.



**EDUC 4319. CLASSROOM ASSESSMENT. 3 Hours.**

This course will introduce students to classroom assessment strategies that are used to inform teaching. Focus will include ways to interpret standardized test results and also create and use authentic classroom-based assessments to design and deliver differentiated instruction. Data-based instructional decisions will also be introduced. Course will include a field-based component.

**EDUC 4325. WOMEN IN SCIENCE. 3 Hours.**

Explores the role of women in science. Emphasis on gender and science, the history of women in science, gender equity in the classroom, strategies for the retention of women scientists, the current culture/climate for women in science, and contemporary women in science. Offered as EDUC 4325, SCIE 4325, and WOMS 4325. Credit will be granted only once.

**EDUC 4331. KNOWING AND LEARNING IN MATH AND SCIENCE. 3 Hours.**

Restricted to students in the UTeach Arlington program. 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; and foundations of formative and summative assessment. Three lecture hours a week for one semester; additional hours may be required. Prerequisite: SCIE 1201 or SCIE 1334 or concurrent enrollment in either.

**EDUC 4332. CLASSROOM INTERACTIONS. 3 Hours.**

Restricted to students in the UTeach Arlington program. 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. Three lecture hours a week for one semester with additional fieldwork hours to be arranged. Prerequisite: C or better in SCIE 1202 or C or better in SCIE 1334; C or better in EDUC 4331 or concurrent enrollment.

**EDUC 4333. MULTIPLE TEACHING PRACTICES IN MATH AND SCIENCE. 3 Hours.**

Restricted to students in the UTeach Arlington program who have earned a passing score on the preliminary portfolio. Multiple research-based teaching practices including 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 inquiry-based, problem-based/project-based learning classrooms. Three lecture hours a week for one semester with additional fieldwork hours to be arranged. Prerequisite: C or better in EDUC 4332; formal admission to program.

**EDUC 4340. HUMAN GROWTH AND DEVELOPMENT. 3 Hours.**

Prerequisite to subsequent courses in teacher education. Physical, social, emotional, and cognitive growth patterns from conception to early adulthood, emphasizing familial, cultural, societal, and genetic determinants of behavior. Topics include developmental characteristics of children and adolescents including exceptional learners and students with special needs.

**EDUC 4341. ORGANIZATION AND MANAGEMENT OF INSTRUCTION IN SECONDARY SCHOOLS. 3 Hours.**

Emphasizes the importance of organizing, developing, and adapting management systems to enhance learning in classroom environments. Managing the teaching-learning process, applying a variety of assessment techniques, motivation, and adapting management styles to meet student needs. This course involves a two-hour lecture and two-hour application of lecture/theory. The two-hour application of lecture/theory will require students to spend time in a K-12 classroom during normal school hours, 8 a.m.-4 p.m., Monday-Friday.

**EDUC 4342. APPLICATIONS OF INSTRUCTION IN MIDDLE/SECONDARY SCHOOL CLASSROOMS. 3 Hours.**

Field-based applications of inquiry-based curriculum planning and instructional theory and methods. Includes writing and implementing unit and instructional goals and objectives, using instructional lesson models to meet teacher appraisal criteria including utilization of classroom technology and audiovisual aids, planning for individual needs, and evaluating student progress. This course involves a lecture and application of lecture/theory. The application of lecture/theory will require students to spend time in a Grades 4-12 classroom during normal school hours, Monday-Friday, for typically one day a week throughout the semester.

**EDUC 4343. TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL. 3 Hours.**

Methods and materials for social studies teaching and learning at the secondary school level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. Includes field-experience in a social studies classroom in a local middle or high school. The application of lecture/theory will require students to spend time in a grades 7-12 social studies classroom during normal school hours, Monday-Friday, for typically one day a week throughout the semester.

**EDUC 4344. TEACHING IN MIDDLE/SECONDARY SCHOOL SCIENCE CLASSROOMS. 3 Hours.**

Methods and materials for inquiry-based science teaching and learning at the middle/secondary level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. Includes field-experience in a science classroom in a local middle or high school. The application of lecture/theory will require students to spend time in a Grades 4-12 science classroom during normal school hours, Monday-Friday, for typically one day a week throughout the semester.

**EDUC 4345. TEACHING IN MIDDLE/SECONDARY SCHOOL MATHEMATICS CLASSROOMS. 3 Hours.**

Methods and materials for inquiry-based mathematics teaching and learning at the middle/secondary school level. Emphasis on establishing a productive classroom environment, curriculum planning, implementation of effective instructional strategies, integration of educational technologies, and assessing student learning. Includes field-experience in a mathematics classroom in a local middle or high school. The application of lecture/theory will require students to spend time in a Grades 4-12 mathematics classroom during normal school hours, Monday-Friday, for typically one day a week throughout the semester.

**EDUC 4346. SECONDARY SCHOOL CULTURE AND THE TEACHING PROFESSION. 3 Hours.**

School cultures, effective schools and teaching practices, stages of professional development, foundations of American schools, legal and ethical aspects, and societal demands on the school.

**EDUC 4347. SECONDARY SCHOOL INTERNSHIP WITH TECHNOLOGY APPLICATIONS. 3 Hours.**

Supervised and directed professional practice in a local secondary school. The student will be assigned to a public school site for five hours per week. Weekly seminars are required. Internship must be taken the semester prior to residency. Theory from technology will be applied during internship assignment.

**EDUC 4352. TEACHING DIVERSE POPULATIONS. 3 Hours.**

Effective instruction, assessment, and management strategies for working in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity such as culture, ethnicity, exceptionality, gender, language, religion, and socioeconomic status. This course involves a two-hour lecture and two-hour application of lecture/theory. The two-hour application of lecture/theory will require students to spend time in a K-12 classroom during normal school hours, 8 a.m.-4 p.m., Monday-Friday.

**EDUC 4390. SELECTED TOPICS IN EDUCATION. 3 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDUC 4391. CONFERENCE COURSE. 3 Hours.**

Independent study in the preparation of a project or a paper on a research topic; consultation with instructor on a regular basis. May be repeated for credit. Prerequisite: permission of instructor.

**EDUC 4647. CLINICAL TEACHING IN MIDDLE/SECONDARY SCHOOL/ALL-LEVEL CLASSROOMS. 6 Hours.**

Supervised and directed clinical teaching in student's targeted area of certification. The student will be assigned full time for the Independent School District calendar. Required seminars provide students with theories/backgrounds/strategies to integrate and apply during clinical teaching. Students will apply theory and research to practice through daily teaching and interaction with students, major assignments, and data analysis of practice. Prerequisite: Office of Educational Field Experiences approval required.

**EDUC 5190. SELECTED TOPICS IN EDUCATION. 1 Hour.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDUC 5191. INDEPENDENT RESEARCH. 1 Hour.**

Research for thesis substitute or equivalent over a topic agreed upon between the student and instructor. May be repeated for credit with permission.

**EDUC 5263. READING AND DEVELOPMENT. 2 Hours.**

This course will focus on the acquisition of reading skills in the typically developing child. Sub-skills and precursors of reading such as visual and phonological processing will be examined from a neurological point of view. This foundational knowledge will then be applied to researching reading difficulties as well as the teaching and learning in the classroom for typically developing students and those with reading difficulties.

**EDUC 5290. SELECTED TOPICS IN EDUCATION. 2 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDUC 5291. INDEPENDENT RESEARCH. 2 Hours.**

Research for thesis substitute or equivalent over a topic agreed upon between the student and instructor. May be repeated for credit with permission.

**EDUC 5305. EFFECTIVE TEACHING AND LEARNING FOR 21ST CENTURY EC-12 STUDENTS. 3 Hours.**

Students gain understanding of the nature of learning and the purpose of education as the pedagogical foundation to teaching in any discipline. Students develop knowledge of state and national standards and apply these standards vertically and horizontally in preparing high quality teaching and learning experiences. Students gain experience critically analyzing disciplinary content, instructional models, lessons, curricula, and research literature. Students learn to construct and test instructional models using activities that focus attention on diversity, authentic assessments, intellectual, social and emotional development, interdisciplinary connections, and technology. Must be taken prior to EDUC 5309.

**EDUC 5309. ADVANCED TEACHING MODELS FOR DIVERSE LEARNERS. 3 Hours.**

Students engage in the advanced study and design of curriculum models with an understanding of cognitive development, pedagogical content knowledge (PCK), and learning progressions. Students learn in-depth analyses of how students learn and how to appropriately differentiate instruction. Students learn culturally responsive teaching practices and gain skill in developing learning experiences that attend to teaching diverse learners. Prerequisite: EDUC 5305.

**EDUC 5310. DIVERSE POPULATIONS IN TODAY'S SCHOOLS. 3 Hours.**

An overview of the diverse populations in today's schools and effective instruction, assessment, and management strategies for working in diverse educational settings. Urban, suburban, and rural school communities and populations will be addressed with special attention to issues of human growth and development, culture, ethnicity, exceptionality, gender, language, religion and socioeconomic status. This course application of lecture/theory which will require students to spend a minimum of 20 hours in a K-12 classroom during normal school hours.

**EDUC 5314. EFFECTIVE CLASSROOM INSTRUCTION. 3 Hours.**

Designed to provide teachers with skills and competencies based on research findings on effective teaching and instruction related to promoting student academic achievement. Includes identifying, developing, and practicing instructional variables that affect teacher performance and student learning tasks. Includes field-experience in a local middle or high school based on teacher candidate's certification program. The application of lecture/theory will require candidates to spend time in a grades 7-12 classroom during normal school hours, Monday-Friday.

**EDUC 5315. CLINICAL TEACHING. 3 Hours.**

Supervised clinical teaching in candidate's area of certification. Candidates will be assigned full-time according to school district calendar. Required seminars provide candidates with theory to integrate and apply during clinical teaching. This experience will help candidates apply theory and research to practice through daily teaching and interaction with students, major assignments, and data analysis.

**EDUC 5321. EDUCATIONAL RESEARCH. 3 Hours.**

Examination of basic concepts and procedures necessary for empirical research investigations within classroom contexts, experimental design, data collection and interpretation, and statistical analysis.

**EDUC 5322. EDUCATIONAL RESEARCH AND EVALUATION. 3 Hours.**

An overview of basic concepts and procedures necessary for analyzing, designing, and conducting quantitative and qualitative educational studies. A focus on educational research, including empirical research, investigations data collection and interpretation, and statistical analysis. Also, a focus on educational evaluation including accreditation, personnel appraisal, and educational programs and materials.

**EDUC 5329. CLASSROOM MANAGEMENT AND DISCIPLINE. 3 Hours.**

Analysis of the variables that affect teacher and student behavior in the classroom. Survey of effective strategies of classroom management and discipline based on contemporary research. Particular attention to individual student differences in settings such as gifted and talented, handicapped, and learning disabled.

**EDUC 5330. LEADERSHIP IN THE INSTRUCTIONAL SETTING. 3 Hours.**

Examination of current research on effective instructional organizations and classroom instruction in today's schools, on characteristics of school leadership, and on the role and function of the teacher as instructional leader. Topics include the essential components of instruction, developing instructional-management systems, evaluating student and teacher performance, assisting colleagues to monitor and improve instructional skills, school climate and leadership styles as they impact on school improvement.

**EDUC 5358. THEMATIC SCIENCE FOR ELEMENTARY AND SECONDARY TEACHERS. 3 Hours.**

Professional development program for elementary and secondary science teachers who will examine a variety of instructional strategies. The course will provide a broad spectrum of content from all areas of science and provide opportunities to participate in investigations, field trips and seminars. The course will facilitate the implementation of a thematic science curriculum in elementary and secondary schools through research-based practices.

**EDUC 5359. ENVIRONMENTAL SCIENCE FOR ELEMENTARY AND SECONDARY TEACHERS. 3 Hours.**

Designed for elementary, middle and high school teachers who will examine a variety of environmental education issues and instructional strategies for classroom and outdoor settings. The course will provide a broad spectrum of content from all areas of science and will provide opportunities to participate in field trips, science investigations and seminar sessions. It will facilitate the implementation of an environmentally based curriculum in schools using best practices.

**EDUC 5360. INTRODUCTION TO MIND, BRAIN, AND EDUCATION. 3 Hours.**

Students will explore central themes and issues in the field of learning sciences, which incorporates cognitive and educational psychology, along with neuroscience, to help educators teach better and students learn better. This course also offers a number of exercises to help students become researchers as well as consumers of research.

**EDUC 5361. INTRODUCTION TO EDUCATIONAL NEUROSCIENCE. 3 Hours.**

This course is designed to provide an introduction to foundational areas of neuroscience such as brain anatomy and brain mapping techniques and its applications to education. Students will study different viewpoints of links between education and neuroscience and develop their own notions of what educational questions might be answered with brain-based techniques.

**EDUC 5362. THE NEUROSCIENCE OF TYPICAL & ATYPICAL LANGUAGE DEVELOPMENT. 3 Hours.**

This course will examine the many levels of language including phonetics, phonology, semantics, syntax and pragmatics from both functional and neuroscientific perspectives. This will be closely tied to language acquisition and early language development. The focus on the pre-reading years will provide a solid basis for further study of literacy-related skills and overall learning. Sub-skills and precursors of reading will be examined from a neurological point of view and applied to researching reading difficulties as well as the teaching and learning in the classroom. Course offered as EDUC 5362 and SPED 5309; co-list credit will be granted only as one.

**EDUC 5363. THE NEUROSCIENCE OF TYPICAL & ATYPICAL DEVELOPMENT OF MATHEMATICAL AND REASONING ABILITY. 3 Hours.**

The course focuses on the development of problem-solving, logical, numeracy, and mathematical skills from a cognitive neurocognitive perspective. Woven throughout the course is attention to cognitive biases in scientific thinking. Two prominent features of the course include neuroplasticity as a result of organic and environmental pressures and brain-based disorders (dyscalculia, ADHD, autism) and adaptive strategies.

**EDUC 5364. EPISTEMOLOGY AND NEUROSCIENCE. 3 Hours.**

Students will explore the basic principles of reasoning and knowledge construction as well as their psychological and neurobiological underpinnings. Students compare and contrast the deductive and inductive methods used in decision-making and belief-forming processes. The course also highlights the role of the frontal cortex and limbic system in how learners address and resolve questions and challenges in varying contexts. The goal of the course is to offer students the theoretical structures and critical strategies necessary for assessing their own work toward the completion of the capstone project as well as for analyzing the outcomes it generates. The skills acquired in this course are widely transferrable and can help the student to become a better consumer and producer of pedagogical and scientific research.



**EDUC 5365. THEORETICAL AND CONCEPTUAL MODELS IN MIND, BRAIN, AND EDUCATION. 3 Hours.**

This course is designed to help students connect cognitive science to instructional practice. Students examine the roles that cognitive models play in learning and in designing lessons and curricula. The cognitive models in this course are used to provide a framework for recognizing possible strategies for improving or re-designing curricula, as well as build lessons or interventions that fit their working context. Students are expected to take part in a prototype curriculum, analyze how it was constructed and to use their insights to build a modest curriculum over the course of the semester.

**EDUC 5366. EVALUATING AND DEBUNKING EDUCATIONAL INTERVENTIONS. 3 Hours.**

This course focuses on making sense of the impact of interactions between educational variables in complex systems like classrooms and schools. Being able to predict outcomes in dynamic environments requires understanding that the variables themselves can change as a result of interacting with each other, which influences how we understand systems from neural networks to school districts. The general sense of the course will be to understand certain behaviors/characteristics of dynamic systems from the examination and analysis of exemplars from multiple domains. We also examine how areas of the brain demonstrate these characteristics and use them to implement certain functionalities, and in turn examine the implications of these functionalities on curriculum and instruction.

**EDUC 5367. RESEARCH METHODS IN MIND, BRAIN, AND EDUCATION. 3 Hours.**

This course presents an overview of the process of scientific inquiry, while fostering an understanding of research paradigms used by researchers in MBE. The primary course goals are to support students in developing a framework for their capstone project in MBE, and help them identify the research tools and methods necessary to carry out the capstone project. To support this work students analyze research from MBE as well as the wider literature to identify relevant tools, techniques and methodologies. As students develop expertise with the tools and techniques that are relevant to their capstone project they are expected to share that knowledge with their peers.

**EDUC 5368. CONDUCTING RESEARCH IN MIND, BRAIN, AND EDUCATION. 3 Hours.**

The goal of this course is to help students in the Mind, Brain and Education program complete their capstone project. Students work collaboratively with fellow students and with faculty oversight to prepare a poster presentation that summarizes their capstone work, as well as choose a local, national or international conference to present their work.

**EDUC 5370. INTRODUCTION TO GIFTED AND TALENTED CHILDREN. 3 Hours.**

Psychological characteristics of gifted and talented children. Introduction to identification techniques, educational programs, instructional approaches, and special problems.

**EDUC 5371. MEASUREMENT AND ASSESSMENT OF GIFTED AND TALENTED CHILDREN. 3 Hours.**

Tests, formal and informal measures, and systems for identification and selection of the gifted and talented student. Basic test construction theory, test interpretation, and test uses.

**EDUC 5372. METHODS, MATERIALS, AND CURRICULUM FOR THE GIFTED AND TALENTED. 3 Hours.**

Curriculum theory and curriculum design for the gifted student. Methodology for implementing practical and theoretical objectives for gifted instruction.

**EDUC 5373. CREATIVITY: THEORIES, MODELS, AND APPLICATION. 3 Hours.**

The concept of and current research on creativity, the nature and assessment of creative thinking, as well as methods of fostering creativity.

**EDUC 5374. PRACTICUM. 3 Hours.**

Participation in a gifted and talented setting supervised by a university and/or school district representative. A wide range of practical experiences will be emphasized. Graded P/F/R.

**EDUC 5380. DIVERSITY IN EDUCATIONAL SETTINGS. 3 Hours.**

Effective leadership, instruction, and management strategies for work in diverse educational settings. Designed to provide increased self-awareness and insight into issues of diversity such as culture, ethnicity, exceptionality, gender, language, religion, and socioeconomic status. Demographic issues along with urban and suburban educational settings will also be addressed.

**EDUC 5390. SELECTED TOPICS IN EDUCATION. 3 Hours.**

An examination of different topics related to education. This seminar may be repeated for credit as the topic changes.

**EDUC 5391. INDEPENDENT RESEARCH. 3 Hours.**

Research for thesis substitute or equivalent over a topic agreed upon between the student and instructor. May be repeated for credit with permission.

**EDUC 5394. UNDERSTANDING AND DESIGNING CLASSROOM RESEARCH. 3 Hours.**

In this introductory course, students learn about different types of educational research methods and study designs that can be applied to real-world settings. Furthermore, students learn about how to write measurable research questions, ethically collect data, and be introduced to qualitative, quantitative, and mixed methods study designs. At the conclusion of this course, students should be able to understand the basics of educational research to determine whether it would be appropriate for implementation in a real-world authentic setting. This course is to be taken after at least 3 hours of graduate course work and preceding EDUC 5397 or EDUC 5368.

**EDUC 5395. DESIGNING CLASSROOM RESEARCH. 3 Hours.**

In this course, students will develop their own classroom educational research project. Their designed study will be based in the literature in their educational field and focus on classroom research questions and problems that will inform teaching practices. In this course, students will develop an individual research problem statement, argue the significance of the problem, complete a written literature review and logical chain of reasoning related to the stated problem, write specific research questions to investigate the problem in educational settings, and design a research study (methodology) that will effectively investigate their research questions. Students design a research study that shows promise for improving education, written as the first three chapters of a scholarly classroom action research project. Prerequisite: EDUC 5394. For M.Ed.T. students, this course is to be taken in the final semester of the masters' degree program. For M.Ed. students, this course is to be taken in the semester just prior to the final semester of the masters' degree program, and in the semester immediately preceding EDUC 5397.

**EDUC 5396. EEG Laboratory and Experimental Design. 3 Hours.**

This course is an introduction to EEG technique, covering experimental design, recording, analysis, and interpretation of brainwaves.

**EDUC 5397. IMPLEMENTING AND DISSEMINATING CLASSROOM RESEARCH. 3 Hours.**

In this advanced course, students will build on the knowledge gained in EDUC 5394/EDUC 5367 to specifically focus on how to collect, analyze, and interpret different types of data grounded in a variety of educational research methods. This course is split into three sections focusing on quantitative data analyses/interpretations (e.g., correlations, t-tests, and regressions), qualitative data analyses/interpretations (e.g., thematic analysis, content analysis, and summative analysis), and mixed methods analyses/interpretations. At the conclusion of this course, students should be able to collect, analyze, and interpret different types of data commonly used in educational classrooms to make data driven decisions. Prerequisite: EDUC 5394 or EDUC 5367.

**EDUC 5600. COUNSELING STUDENTS IN SCHOOLS. 6 Hours.**

The focus of this capstone course will be individual and group counseling theories and techniques for pre k-12 students in an educational setting. Special techniques are included for substance abuse, and for using group play therapy. Knowledge of Diagnostic and Statistical Manual of Mental Disorders, 4th. Edition (DSM IV) will be covered for purposes of diagnosis and for outside referral when necessary. Three hours in a supervised counseling practicum in area schools or with school children will be required.