

## Graduate Education Courses

**EDUC 5085. Education Seminar. 1-3 Credit Hours (Lecture: 1-3 Hours, Lab: 1-3 Hours).**

Presentation of project proposal, implementation, and conclusions. Must be repeated a minimum of 3 times for 1 hour credit each semester to complete masters project. Student must be continuously enrolled until the graduate project is completed.

**EDUC 5086. Special Problems. 1-6 Credit Hours (Lecture: 0 Hours, Lab: 1-6 Hours).**

Open to graduate students who are capable of developing a problem independently. Problems chosen by the student and approved in advance by the instructor. Prerequisite: Graduate major in Education.

**EDUC 5088. Thesis. 1-6 Credit Hours (Lecture: 1-6 Hours, Lab: 0 Hours).**

Scheduled when the student is ready to begin the thesis. No credit until the thesis is completed. Prerequisites: EDUC 5398, 5357, and consent of major professor.

**EDUC 5301. Readings in Professional Development. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of current issues in the professional development of educators. Topics include models of professional development, impact of professional development on public school student achievement, effective evaluation of professional development, and identification of best practice in writing and evaluating research with an emphasis on literature reviews.

**EDUC 5302. Teaching and Learning in Schools and Communities. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of the many aspects of community life that influence classrooms and school services. Discussion includes language and communication styles, economic conditions, belief and value systems, age groups, and a range of learner abilities.

**EDUC 5303. Foundations of Curriculum. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A study of the philosophical, historical, psychological and social foundations of curriculum. Analysis and interpretation of theoretical research is required. Students must complete this course within the first twelve semester hours of graduate study. TMATE students will enroll in this course immediately following completion of certification requirements.

**EDUC 5304. Human Development. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Increasing the understanding of human behavior with emphasis on the child, adolescent, and adult learner. An examination of the social and cultural forces in the formation of personality, the self, and roles in group membership.

**EDUC 5307. Adult Learners. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A study of the theory and research pertaining to adult learners. Topics for study include the characteristics of adult learners, human performance improvement, instructional and assessment strategies that are effective with adults, technology applications for instructional delivery, and program assessment. Students may not count both EDUC 5307 and EDTC 5307 for credit toward a degree.

**EDUC 5310. Foundations of Elementary and Middle School Curriculum. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A study of the elementary and middle school curricula, including English language arts and reading; mathematics; life, earth and physical science; social sciences; fine arts; health and physical education. Additional topics include the state adopted curriculum, local school instructional programs and national/state assessment programs. Field experience is required. Prerequisite: admission to the College of Graduate Studies; pending admission to the alternative teacher certification program at Tarleton.

**EDUC 5311. Methods of Effective Teaching. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A study of the research on effective teaching practices with an emphasis on direct instruction. Additional topics of study include mastery learning, assessment of learning and use of assessment to guide instruction. Students will apply technology and effective teaching practices to the design and delivery of instruction. Prerequisite: admission to the alternative teacher certification program at Tarleton.

**EDUC 5312. Seminar in Teaching Language Arts and Social Studies. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An integrated approach to teaching Social Studies through the application of the writing process, reading/writing connections, and children's literature. Prerequisite: 18 hours of professional education course work.

**EDUC 5313. Equitable Teaching for All Learners. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Analysis and application of instructional practices that improve achievement for all learners. An exploration of student differences and learner-centered characteristics. Students will investigate the theoretical and practical implications that promote academic and social growth in exceptional learners, including processes and procedures relating to the identification and placement of special education, gifted and talented, and English-language Learners. Prerequisite: Admitted to College of Graduate Studies Admitted to TMATE Program.

**EDUC 5314. Creating and Managing the Learning Environment. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A study of the research on creating and maintaining a positive learning environment. Additional topics for study include: cultural dimensions of classroom management; motivating student achievement; fostering cooperation among students; and reinforcing appropriate behavior. Prerequisite: admission to the alternative teacher certification program at Tarleton.

**EDUC 5315. Content Methodology. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course is designed to examine specific content methodology derived from research-based instructional practice using the Texas Educator Standards. All TMATE certification content areas will be available in this online course. Prerequisites: EDUC 5311 and EDUC 5314.

**EDUC 5320. Issues in the Education of Children. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The examination of issues related to the education of young children. Course content includes: applying stage development and learning theories to develop instructional strategies and classroom management practices; cultural and individual differences; teaching English language learners and learners with special needs. Prerequisite: admission to the alternative teacher certification program at Tarleton.

**EDUC 5321. Issues in the Education of Adolescents. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The examination of issues related to the education of adolescents. Course content includes: applying stage development and learning theories to develop instructional strategies and classroom management practices; cultural and individual differences; the adolescent subculture and factors that place adolescents at risk; teaching English language learners and learners with special needs. Prerequisite: admission to the alternative teacher certification program at Tarleton.

**EDUC 5322. Teaching Math and Science in the Elementary School. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An advanced study of methods and materials for the teaching of math and science. Emphasis will be on helping teachers become more effective in teaching math and science by developing questions, investigations, speculations, and explorations that reflect not only the content of each area of study, but the process involved in learning.

**EDUC 5334. Curriculum for Early Childhood Programs. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An advanced study will be made of early childhood education curriculum and practices. An examination will be made of current trends in early childhood curriculum with an emphasis on the modifications needed to ensure the success of all young children. Prerequisite: 18 hours of professional educational course work.

**EDUC 5338. Curriculum Design and Implementation. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The curriculum selection, design, implementation, and evaluation processes within the classroom and school district settings are examined. Factors that influence the curriculum decision-making process and a review of theories of curriculum development will be researched. Curriculum alignment and curriculum auditing will be major emphases of this course.

**EDUC 5340. Teaching English as a Second Language. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of theory, research, and practice as it relates to English language learners. This course will provide an overview of the various methods and philosophies of English language instruction. The course will focus on the best practices for developing listening, speaking, reading, and writing skills with English language learners.

**EDUC 5341. Language and Literacy Development in Young Learners. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of the interrelatedness between language acquisition and literacy development. This course will review the multiple perspectives on developing English language literacy with English language learners that come from bilingual and multilingual homes. The course will focus on best practices for assessing and developing literacy in English Language Learners.

**EDUC 5342. English as a Second Language Content Area Instruction. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of best practices for integrating English language instruction with content-based ESL instruction in science, mathematics and social sciences for non-English speaking students. This course will focus on content specific strategies and sheltered English instruction.

**EDUC 5343. Assessments and Accommodations for English Language Learners. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of assessments to determine English Language Learners' linguistic levels, language proficiency, and growth content area learning.

**EDUC 5345. Advanced Instructional Strategies. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The derivation of appropriate methods and techniques from basic principles of learning. The development of working skills needed in cooperative planning, selecting, and organizing teaching materials, utilization of the environment, individual and group guidance, and evaluation activities.

**EDUC 5350. Assessment Issues for Educational Leaders. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

The examination of assessment as a process with emphasis on assessment of student achievement and on data interpretation for the purpose of improving instruction.

**EDUC 5355. Effective Instructional Programming. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of research-based best instructional and curricular practices and the evaluation and enhancement of instructional and curricular programs related to identified best practices.

**EDUC 5360. The Gifted Learner. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An in-depth study of the characteristics and needs of gifted and talented students as they relate to both school and family settings. Different models and programs for gifted education will be studied. Formal and informal identification procedures will be examined in line with federal and state guidelines.

**EDUC 5362. Creativity in the Classroom. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A study of the theories and models of creativity. Emphasis will be given to identifying the creative potential of students in all classrooms. Instructional processes which accommodate the needs of creative learners will be examined and developed. Prerequisite: EDUC 5360.

**EDUC 5364. Curriculum and Materials Development for the Gifted Learner. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

A comparison of regular and gifted curricula with a focus on developing an interdisciplinary curriculum for gifted learners. Students will examine and evaluate existing materials and equipment which support instruction for the gifted in both regular and special programs. One focus will be on developing and evaluating teacher constructed materials. Prerequisite: EDUC 5360.

**EDUC 5366. Instructional and Evaluation Methods for the Gifted Learner. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Methods of determining specific learning styles and talents will be learned, with emphasis placed on implementing appropriate instruction for programs. Methods and tools of informal and formal evaluation and assessment will be examined. Prerequisites: EDUC 5360 and 5364.

**EDUC 5369. Practicum in Gifted Education. 3 Credit Hours (Lecture: 1 Hour, Lab: 7 Hours).**

Supervises professional activities in gifted and talented programs. Students will be required to demonstrate competence in the process of delivering a synergistic gifted and talented program. Prerequisites: Successful completion of EDUC 5360, 5362, 5364, and 5366.

**EDUC 5370. Foundations of STEM Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course will explore the history of STEM education and the concepts and application of STEM in society; examine, analyze, and apply the role that STEM disciplinary language plays in STEM instruction; examine factors influencing STEM comprehension; examine sociocultural and cognitive factors influencing STEM education across EC-12 levels; application of STEM principles to instructional settings. Prerequisites: Admitted into the Curriculum & Instruction graduate program, STEM emphasis certificate program, or previously obtained a graduate degree.

**EDUC 5371. Problem-Based Research in STEM Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course will introduce scientific research associated with STEM education; examine problems associated with STEM implementation in EC-12 curriculum and instruction settings; evaluate and create effective solutions for STEM curricular and implementation problems in school-based settings. Prerequisites: Admitted into the Curriculum & Instruction graduate program, STEM emphasis certificate program, or previously obtained a graduate degree.

**EDUC 5372. Integrative STEM Pedagogy & Instructional Design for the Classroom. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course is grounded in research and new theories regarding educational practices and outcomes in STEM education; examine integrated and multidisciplinary practice-based pedagogies; building of interdisciplinary STEM connections among content areas; development, implementation, and evaluation of integrative STEM project-based learning. Prerequisites: Admitted into the Curriculum & Instruction graduate program, STEM emphasis certificate program, or previously obtained a graduate degree.

**EDUC 5373. Design Thinking for STEM Teaching & Learning. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

This course will explore integrated approaches for teaching science and mathematics concepts using design thinking principles and technology in EC-12 education; students will deliver contextualized and integrated STEM instruction that promotes students engagement, motivation, and interest using the design thinking process. Prerequisites: Admitted into the Curriculum & Instruction graduate program, STEM emphasis certificate program, or previously obtained a graduate degree.

**EDUC 5374. STEM Education Practitioner Inquiry Capstone. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Knowledge and skills acquired in STEM education courses will be used to identify and research solutions to a practical, real-world obstacle in STEM education curriculum or implementation. Students will review scholarly literature, problem-solve using best practices in STEM education, implement their solution, evaluate the results, and formally report the outcome. Prerequisite: EDUC 5370, EDUC 5371, EDUC 5372, or concurrent enrollment.

**EDUC 5390. Selected Topics in Education. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

An examination of different topics each semester with a focus on such subjects as the gifted student, the education of culturally disadvantaged, teacher evaluation, or other selected topics concerning the teaching/learning process. This semester may be repeated for credit as topic changes. Prerequisite: Permission of instructor.

**EDUC 5398. Techniques of Research. 3 Credit Hours (Lecture: 3 Hours, Lab: 0 Hours).**

Fundamental concepts and tools of research applied to psychological and educational problems. Rationale of research, analysis of problems, library skills, sampling, appraisal instruments, statistical description and inference, writing the research report, and representative research designs.

**EDUC 5399. Internship in Teaching. 3 Credit Hours (Lecture: 1 Hour, Lab: 7 Hours).**

Supervised field-based experience in classroom teaching. Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a school classroom. Prerequisite: Admission to a teacher certification program at Tarleton; satisfactory performance in the professional development courses preceding the internship. May be repeated for credit.

**EDUC 5695. Practicum in Clinical Teaching. 6 Credit Hours (Lecture: 1 Hour, Lab: 18 Hours).**

Supervised practicum in clinical teaching in the public schools at the appropriate level. Students are required to demonstrate proficiency in the application of effective instructional practices and classroom management strategies. Prerequisite: Admission to the TMATE Practicum in Clinical Teaching.