DEPARTMENT OF TEACHING, LEARNING AND CULTURE

The Department of Teaching, Learning and Culture is responsible for undergraduate programs that lead to certification at the early childhood/elementary, middle and secondary levels. Note these exceptions:

1. students interested in teaching either health or physical education must major in the Department of Health and Kinesiology;
2. students interested in teaching agricultural science must major in the Department of Agricultural Education;
3. students interested in secondary certification can be certified through the secondary graduate certification program, the secondary accelerate certification program, the University Studies program or the Aggie Teach program.

Early Childhood/Elementary or Middle Grades Certification

Baccalaureate Degree Programs. Most students interested in early childhood/elementary (PreK-6) or middle school (4-8) certification pursue a program leading to the Bachelor of Science degree (BS) with a major in interdisciplinary studies (INST). The INST degree certification programs prepare students for the many diverse instructional roles assumed by public school teachers. A minimum of 123 credit hours is required for the INST degree. Within this program, students may focus on:

1. early childhood (PreK-grade 6);
2. middle school (grades 4–8 math and science); and
3. middle school (grades 4–8 English language arts and social studies).

For complete information, see an advisor in the Department of Teaching, Learning and Culture’s Office of Undergraduate Advising in Heaton Hall.

There is another baccalaureate elementary certification program available for students majoring in English. For information about this program, see an advisor in the Department of English, College of Liberal Arts.

Eligibility. Students must meet the requirements for a bachelor’s degree in the college and the department in which they are majoring. Further, they must meet specific admission and performance standards established by the Department of Teaching, Learning and Culture as well as requirements for professional education and certification established by the State of Texas. These requirements include admission to teacher education, admission to student teaching and qualification for initial certification. It is the responsibility of the student to contact the Department of Teaching, Learning and Culture’s Office of Undergraduate Advising for specific information pertaining to program changes.

Requirements for Admission to Teacher Education

Early Childhood/Elementary or Middle Grades Certification Programs

Please see an advisor in the Department of Teaching, Learning and Culture’s Office of Undergraduate Advising for current information.

Requirements for Admission to Teaching Education

Early Childhood/Elementary and Middle Grades Education Program

1. Pass the THEA, ACCUPLACER, ASSET or COMPASS test or show proof of exemption from the test with appropriate STAAR, SAT or ACT scores.
2. Completion of a minimum 42 hours of pre-professional coursework from degree program (includes University Core Curriculum courses).
3. Completion of a minimum of 32 hours of University Core Curriculum courses with no grade lower than a C.
4. Completion of TEFB 273 or INST 210 with a grade of B or higher (equivalent courses from a community college may be substituted).
5. Completion of English Proficiency grade requirement by earning a B/C grade combination in ENGL 103 or ENGL 104 and one of the following courses: ENGL 203 or ENGL 210.
6. A GPR of 2.75 on all coursework on a degree plan with no grade lower than a C.
7. Transcripts for all institutions of higher education on file in the Texas A&M University Office of the Registrar.
8. Approved and signed degree plan on file in the Advising Office of the Department of Teaching, Learning and Culture.

These requirements must be seen as minimum standards only. Successful fulfillment of all of the above requirements does not guarantee admission to the program. Admission also depends upon the number of places available and the number of applications received each year. If more qualified students apply than the available number of spaces, admission may be based on selection factors at the time of application, such as GPA in pre-professional courses, number of hours needed to complete the program, and enrollment in prerequisite courses.

Secondary Graduate Certification Program

Four routes leading to initial teacher certification at the secondary level are available. These include the Aggie Teach program, the University Studies program, the graduate certification program and Accelerate (an alternative certification program). Complete information is available from the TLAC advising office in Heaton Hall.

Requirements for Admission to Student Teaching

1. Complete a student teaching application by the given deadlines and complete all coursework prior to senior methods. Students must see their advisors for deadlines.
2. Admission to teacher education.
3. Completion of all courses listed on the degree plan. All Education/Interdisciplinary Studies and professional courses with a grade of C or better.
4. All certification coursework must be completed. Each emphasis/teaching field must have a grade of C or better in each course with a minimum GPR of 2.75 in teacher emphasis/teaching field.
5. ENGL 203 or ENGL 210 must be completed with a grade of C or better.
6. A minimum of 2.75 on all coursework completed at Texas A&M.
7. A minimum of 2.75 on all coursework that applies to the degree plan, taken at Texas A&M.
8. A minimum of 2.75 on all coursework that applies to the emphasis/teaching field, taken at Texas A&M.

Faculty

Ashley, Candice R, Lecturer
Teaching, Learning And Culture
PHD, Capella University, 2014

Burghardt, Beatrix, Visiting Assistant Professor
Teaching, Learning And Culture
PHD, Indiana University, 2015

Burlbaw, Lynn M, Professor
Teaching, Learning And Culture
PHD, The University of Texas at Austin, 1989

Caldwell, Heather L, Instructional Assistant Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 2009

Cantrell, Emily S, Clinical Assistant Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 2008

Capraro, Mary M, Professor
Teaching, Learning And Culture
PHD, University of Southern Mississippi, 2000

Capraro, Robert M, Professor
Teaching, Learning And Culture
PHD, University of Southern Mississippi, 2000

Carter, Jeanne M, Assistant Lecturer
Teaching, Learning And Culture
MS, University of North Texas, 2011
MED, Sam Houston State University, 1997

Carter, Norvella P, Professor Emeritus
Teaching, Learning And Culture
PHD, Loyola University Chicago, 1990

Cassell, Edith C, Clinical Associate Professor
Teaching, Learning And Culture
PHD, Purdue University, 2007

Clark, Robert M, Assistant Lecturer
Teaching, Learning And Culture
PHD, Texas A&M University, 2010

Craig, Cheryl J, Professor
Teaching, Learning And Culture
PHD, University of Alberta, Canada, 1992

Davis, Trina J, Associate Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 2005

De Miranda, Michael A, Professor
Teaching, Learning And Culture
PHD, University of California, Riverside, 1996

Deuermeyer, Elizabeth E, Lecturer
Teaching, Learning And Culture
PHD, Texas A&M University, 2016

Dixon, Laurie Q, Associate Professor
Teaching, Learning And Culture
PHD, Harvard Graduate School of Education, 2004

Fleming, Kenneth J, Assistant Lecturer
Teaching, Learning And Culture
PHD, Texas A&M University, 2016

Frieda, Dianna R, Assistant Lecturer
Teaching, Learning And Culture
MS, Texas A&M University, 1984

Ging, Amy E, Assistant Lecturer
Teaching, Learning And Culture
MS, Texas Woman's University, 2008

Goldsby, Dianne S, Clinical Professor
Teaching, Learning And Culture
PHD, University of New Orleans, 1994

Griffith, Keree, Lecturer
Teaching, Learning And Culture
PHD, University of Mary Hardin-Baylor, 1993

Hammer, Janet E, Clinical Professor
Teaching, Learning And Culture
PHD, The University of Texas at Austin, 2003

Helfeldt, John P, Professor
Teaching, Learning And Culture
PHD, Syracuse University, 1973

Hill-Jackson, Valerie L, Clinical Professor
Teaching, Learning And Culture
PHD, St. Joseph's University, 2003

Howe, Roger, Professor
Teaching, Learning And Culture
PHD, University of California, Berkeley, 1969

Hutchins, Shaun D, Lecturer
Teaching, Learning And Culture
PHD, Colorado State University, 2015

James, Marlon C, Assistant Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 2008

Jolly, Ashley G, Assistant Lecturer
Teaching, Learning And Culture
MED, Sam Houston State University, 2007

Joshi, R M, Professor
Teaching, Learning And Culture
PHD, University of South Carolina, 1976

Kelly, Larry J, Clinical Professor
Teaching, Learning And Culture
PHD, The University of Texas at Austin, 2002
Kulm, Gerald, Senior Professor
Teaching, Learning And Culture
PHD, Columbia University, 1971

Kuo, Li-Jen, Associate Professor
Teaching, Learning And Culture
PHD, University of Illinois at Urbana-Champaign, 2006

Larke, Patricia J, Research Scientist
Teaching, Learning And Culture
EDD, University of Missouri - Columbia, 1985

Larrison, Lucy E, Lecturer
Teaching, Learning And Culture
PHD, Texas A&M University, 2006

Laub, James D, Clinical Assistant Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 2012

Li, Yeping, Professor
Teaching, Learning And Culture
PHD, University of Pittsburgh, 1999

Madden, Linda D, Assistant Lecturer
Teaching, Learning And Culture
MED, Sam Houston State University, 1997

Matsuda, Noboru, Associate Professor
Teaching, Learning And Culture
PHD, University of Pittsburgh, 2004

Matthews, Sharon D, Clinical Assistant Professor
Teaching, Learning And Culture
PHD, New Mexico State University, 2007

Middlebrooks, Mary W, Assistant Lecturer
Teaching, Learning And Culture
PHD, Sam Houston State University, 1973

Moro, Fabio, Lecturer
Teaching, Learning And Culture
PHD, Texas A&M University, 2005

Neshyba, Monica V, Clinical Assistant Professor
Teaching, Learning And Culture
PHD, The University of Texas at Austin, 2012

Ogletree, Quinta D, Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 2012

Parker, Dawn R, Clinical Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 1997

Peltier, Tiffany K, Assistant Lecturer
Teaching, Learning And Culture
MED, Texas A&M University, 2016

Rackley, Robin A, Clinical Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 2004

Raven, Sara P, Assistant Professor
Teaching, Learning And Culture
PHD, University of Georgia, 2013

Rife, Kimberly G, Assistant Lecturer
Teaching, Learning And Culture
MED, Texas A&M University, 2016

Rupley, William H, Professor
Teaching, Learning And Culture
PHD, University of Illinois at Urbana-Champaign, 1975

Schluens, Amber D, Assistant Lecturer
Teaching, Learning And Culture
MED, Sam Houston State University, 2006

Shimek, Christina M, Lecturer
Teaching, Learning And Culture
PHD, Texas A&M University, 2012

Shumbera, Kristen L, Assistant Lecturer
Teaching, Learning And Culture
MS, University of Florida, 2007

Singleton, Julie A, Assistant Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 2011

Slattery, George P, Professor
Teaching, Learning And Culture
PHD, Louisiana State University, 1989

Taylor, Bart, Assistant Lecturer
Teaching, Learning And Culture
MED, Lamar University, 2011

Taylor, Brenda K, Assistant Lecturer
Teaching, Learning And Culture
PHD, Texas Woman's University, 1984

Thomas, Rebecca S, Instructional Assistant Professor
Teaching, Learning And Culture
MED, Texas A&M University, 1998

Townsend, Cheryl C, Assistant Lecturer
Teaching, Learning And Culture
MED, Sam Houston State University, 2010

Viruru, Radhika, Clinical Professor
Teaching, Learning And Culture
PHD, Texas A&M University, 1998

Walters, Lynne M, Associate Professor
Teaching, Learning And Culture
PHD, University of Wisconsin - Madison, 1977

Waxman, Hersholt C, Professor
Teaching, Learning And Culture
PHD, University of Illinois at Chicago, 1982

Wijekumar, Kausalai, Professor
Teaching, Learning And Culture
PHD, The Pennsylvania State University, 2000
Yalvac, Bugrahan, Associate Professor
Teaching, Learning And Culture
PHD, The Pennsylvania State University, 2005

**Majors**

- Bachelor of Science in Interdisciplinary Studies, English Language Arts/Social Studies, Middle Grades Certification (http://catalog.tamu.edu/undergraduate/education-human-development/teaching-learning-culture/interdisciplinary-studies-bs-language-arts-social-studies-middle-grades-certification)
- Bachelor of Science in Interdisciplinary Studies, Math/Science, Middle Grades Certification (http://catalog.tamu.edu/undergraduate/education-human-development/teaching-learning-culture/interdisciplinary-studies-bs-math-science-middle-grades-certification)
- Bachelor of Science in Interdisciplinary Studies, Pre-K-6, Generalist Certification (http://catalog.tamu.edu/undergraduate/education-human-development/teaching-learning-culture/interdisciplinary-studies-bs-prek-6-generalist)

**Certification**

- Secondary Graduate Certification Program (http://catalog.tamu.edu/undergraduate/education-human-development/teaching-learning-culture/secondary-graduate)

**Minors**


**Courses**

- Early Childhood Education Field Based (ECHE) (p. 4)
- Education Curriculum and Development (EDCI) (p. 4)

**Early Childhood Education Field Based**

ECHE 244 School, Family and Community Dynamics in Early Childhood Education
Credits 3. 3 Lecture Hours.
Study of the family unit, home-school relationships; strategies for building cooperative activities with parents in the education of their children; healthy parent-school-community relationships; developing collaboration, communication, leadership and advocacy skills; increased sensitivity to cross-cultural issues and strategies for collaboration.

ECHE 291 Research
Credits 1 to 4. 1 to 4 Other Hours.
Research conducted under the direction of faculty member in early childhood education. May be repeated 2 times for credit.
Prerequisites: Freshman or sophomore classification and approval of instructor.

ECHE 321 The Young Child and Early Childhood Education
Credits 3. 2 Lecture Hours. 3 Lab Hours.
Examines the world of the contemporary child, its demographics and diversity; explores the philosophical and historical foundation of early childhood education; examines early childhood programs and practices serving young children from birth through age nine; translates child development theory into developmentally appropriate practice.
Prerequisites: ECHE 244; junior classification.

ECHE 342 Strategies for Teaching Young Children
Credits 3. 2 Lecture Hours. 6 Lab Hours.
Application of sound principles of early childhood pedagogical best practices informed by research, child development and clinical literature; explores developmentally appropriate instructional strategies practiced at each age and grade level; examines effective learning environments, teacher-child interaction, cooperative grouping and inquiry strategies for teaching and learning.
Prerequisites: ECHE 244, ECHE 321; junior classification.

ECHE 491 Research
Credits 1 to 4. 1 to 4 Other Hours.
Research conducted under the direction of faculty member in early childhood education. May be repeated 2 times for credit.
Prerequisites: Junior or senior classification and approval of instructor.

EDCI 285 Directed Studies
Credits 1 to 4. 1 to 4 Other Hours.
Research problems and readings in areas selected to supplement existing offerings; individual reports, oral and written, required.
Prerequisites: Freshman or sophomore classification; approval of instructor.

EDCI 289 Special Topics in...
Credits 1 to 4. 1 to 4 Lecture Hours.
Selected topics in an identified area of educational curriculum and instruction. May be repeated for credit.
Prerequisite: Approval of department head.

EDCI 291 Research
Credits 1 to 4. 1 to 4 Other Hours.
Research conducted under the direction of faculty members in the Department of Teaching, Learning and Culture. May be taken four times for credit.
Prerequisites: Freshman or sophomore classification and approval of instructor.

EDCI 353 Early Childhood through Adolescent Education
Credits 3. 3 Lecture Hours.
Early childhood through adolescent approaches and instructional materials appropriate for EC through middle school programs; impact of research and theory on child development from gestation to early adolescence on instructional practices.
Prerequisites: Admission to teacher education.

EDCI 354 Early Childhood and Adolescent Curriculum and Lesson Design
Credits 3. 3 Lecture Hours.
Examination of curriculum models used in educational environments designed for young children through adolescents and the organization of the curriculum; investigation of state-adopted curriculum knowledge and skills standards and materials as well as their use and expansion.
Prerequisites: EDCI 364 and EDCI 353; concurrent enrollment in TEFB 371.

EDCI 364 Creativity and the Young Child
Credits 3. 3 Lecture Hours.
Creative expression in young children with a focus on artistic and musical expression, creative movement and creative dramatics; creativity as related to development of the right hemisphere of the brain.
Prerequisites: EPSY 320; concurrent enrollment in EDCI 453.
EDCI 365 Using Technology Classrooms  
Credits 3. 3 Lecture Hours.  
Overview of technology as it relates to the design of instruction and practices that support effective teaching and learning; how learning theories are reflected in and supported by technology; current and emerging applications in technology delivered and supported learning environments.  
Prerequisite: Junior or senior classification.

EDCI 455 Home-School Involvement in Early Childhood Education  
Credits 3. 3 Lecture Hours.  
The family unit, home-school relationships and strategies for building cooperative activities with parents in the education of their children; experience with the development of parent involvement materials.  
Prerequisites: EDCI 364 and EDCI 453; admission to teacher education.

EDCI 485 Directed Studies  
Credits 0 to 4. 0 to 4 Other Hours.  
Research problems and readings in areas selected to supplement existing offerings; individual reports, oral and written, required.  
Prerequisites: Junior or senior classification; approval of instructor.

EDCI 489 Special Topics in...  
Credits 0 to 4. 0 to 4 Lecture Hours.  
Study of selected topics in an identified area of curriculum and instruction. May be repeated for credit.  
Prerequisite: Approval of department head.

EDCI 491 Research  
Credits 1 to 4. 1 to 4 Other Hours.  
Research conducted under the direction of faculty members in the Department of Teaching, Learning and Culture. May be taken four times for credit.  
Prerequisites: Junior or senior classification and approval of instructor.

INST 210 Understanding Special Populations  
Credits 3. 3 Lecture Hours.  
Referral, assessment and categorization of special populations including physical, cognitive and affective characteristics; cultural, ethnic, economic and linguistic differences; giftedness; special education and compensatory programs; awareness of legislative history that results in rights for special populations.  
Prerequisite: Sophomore classification or above.

INST 222 Foundations of Education in a Multicultural Society  
Credits 3. 3 Lecture Hours.  
Historical, philosophical and cultural foundations of education emphasizing education for a multicultural society.

INST 291 Research  
Credits 0 to 3. 0 to 3 Other Hours.  
Research conducted under the direction of faculty member in teaching, learning and culture. May be taken three times for credit.  
Prerequisites: Freshman or sophomore classification and approval of instructor.

INST 301 Educational Psychology  
Credits 3. 3 Lecture Hours.  
Application of psychology to problems of teaching. Nature and operation of principles of learning, transfer of training; nature, measurement and significance of individual differences; conditions influencing efficiency of learning.  
Prerequisite: Junior or senior classification.

INST 332 Second Language Instruction and Assessment  
Credits 3. 3 Lecture Hours.  
Techniques and methods of intensive English instruction for Limited English Proficient students; lesson planning and instructional modification; use of instructional strategies and appropriate assessment practices.  
Prerequisite: Admission to teacher education.

INST 334 Assessment of English Language Learners  
Credits 3. 3 Lecture Hours.  
Theoretical and practical aspects of ESL/EFL testing, including formal and informal assessment procedures and instruments, assessments and referral and processes of ESL with special needs, and gifted ESL learners.  
Prerequisites: INST 322 and INST 332.

INST 362 English as a Second Language Methods I  
Credits 3. 3 Lecture Hours.  
Basic principles of language acquisition, multiple approaches to second language acquisition; individual differences and second language acquisition; stages of second language development; multiple approaches to assessment.

INST 363 English as a Second Language Methods II  
Credits 3. 3 Lecture Hours.  
Strategies and techniques for teaching English language learners; curriculum design and material development, instruction of English language learners, content area instruction, and language assessment instruments; a historical perspective of the education of English language learners in United States’ schools.  
Prerequisite: INST 362.

INST 491 Research  
Credits 1 to 4. 1 to 4 Other Hours.  
Research conducted under the direction of faculty member in teaching learning and culture. May be repeated 2 times for credit.  
Prerequisites: Junior or senior classification and approval of instructor.

MASC 351 Problem Solving in Mathematics  
Credits 3. 3 Lecture Hours.  
Problem solving strategies in math and science; evaluate conjectures and arguments; writing and collaborating on problem solutions; posing problems and conjectures; constructing knowledge from data; developing relationships from empirical evidence; connecting mathematics concepts; readings, discussions, and analyses will model and illustrate mathematics problems solving and proofs.  
Prerequisites: 6 hours of mathematics.

MASC 371 Inquiries in Life and Earth Sciences  
Credits 3. 3 Lecture Hours.  
Integration and connections among topics in the life and earth sciences—diversity, natural selection, ecosystem development, earth’s features, and weather systems; inquiry emphasizing experimental design, data analysis and collection; use of models in the life and earth sciences.  
Prerequisites: BIOL 111 or BIOL 113 and BIOL 123, CHEM 106 and CHEM 116, GEOL 101 or GEOG 203, ASTR 101 and ASTR 102, and PHYS 205; junior or senior classification; admission to teacher certification.

MASC 450 Integrated Mathematics  
Credits 3. 3 Lecture Hours.  
Integration and connections among topics and ideas in mathematics and other disciplines; connections between algebra and geometry and statistics and probability; focus for integration with authentic problems requiring various branches of mathematics.  
Prerequisites: MASC 351; admission to teacher education; junior classification.
MASC 475 Inquiries in Physical Science  
Credits 3. 3 Lecture Hours.  
Integration and connections among topics in physical sciences—matter, energy, force, motion, scientific cycles; focuses on inquiry emphasizing experimental design, data analysis and collection, and use of models in the physical sciences.  
Prerequisites: BIOL 111, BIOL 113 and BIOL 123, CHEM 106 and CHEM 116, GEOL 101 or GEOG 203, ASTR 101 and ASTR 102, and PHYS 205; junior or senior classification; admission to teacher certification.

MEFB 351 Introduction to Middle Grades: Adolescent Development, Philosophy and Organization  
Credits 3. 2 Lecture Hours. 6 Lab Hours.  
Study of young adolescents in domains of physical, social, emotional, cognitive, interpersonal, moral growth and development; organizational structure of middle schools supporting development of young adolescents throughteaming and interdisciplinary work; investigates roles and responsibilities of middle level teachers.  
Prerequisite: Junior classification.

MEFB 450 Social Studies Methods in the Middle Grades  
Credits 3. 2 Lecture Hours. 6 Other Hours.  
Trends and issues related to middle grades curriculum development and instruction in social studies and humanities; integration of content, planning, teaching-learning experiences; evaluation of teaching and learning in social studies.  
Prerequisites: MEFB 352; admission to teacher education; senior classification.  
Corequisites: RDNG 470 and RDNG 490.

MEFB 452 Curriculum and Instruction for Middle Grades  
Credits 3. 2 Lecture Hours. 6 Other Hours.  
Study of educational theory and instructional strategies appropriate to middle grades education including planning and development of interdisciplinary and multidisciplinary curricula; student centered learning and methodologies.  
Prerequisites: Admission to teacher education; senior classification.

RDNG 351 Reading in the Elementary School  
Credits 3. 3 Lecture Hours.  
Recent trends, issues, materials and procedures considered essential for effective teaching of reading, such as comprehension, word analysis, study skills, motivation, grouping, etc.  
Prerequisites: Concurrent enrollment in RDNG 351; junior classification or approval of department head.

RDNG 361 Assessment in Reading Instruction  
Credits 3. 3 Lecture Hours.  
Evaluation and use of commonly used achievement tests, development of criterion referenced tests and interpretation and construction of informal measures for assessing reading skills.  
Prerequisites: Concurrent enrollment in RDNG 351; junior classification or approval of department head.

RDNG 371 Multicultural and Interdisciplinary Literature for Middle Grades  
Credits 3. 3 Lecture Hours.  
Focuses on multicultural and interdisciplinary literature appropriate for middle grades students; implements and evaluates effective multicultural, interdisciplinary instruction through selection, use and development of literature in middle grades classroom.  
Prerequisite: Junior classification.  
Corequisite: INST 322 recommended.

RDNG 372 Reading and Writing across the Middle Grades Curriculum  
Credits 3. 3 Lecture Hours.  
Acquaints middle-grade educators to reading and writing instruction in content area education; focuses on development of grade-appropriate reading/writing competencies and educational techniques appropriate to student development in various subjects.  
Prerequisite: Junior classification.

RDNG 450 Language and Reading  
Credits 3. 3 Lecture Hours.  
Relationship between language and reading, dialect and reading, and linguistics.

RDNG 461 Teaching Reading Through Children's Literature  
Credits 3. 3 Lecture Hours.  
Use of past and contemporary literature for the motivation of wide leisure reading in the elementary grades.  
Prerequisites: RDNG 351, RDNG 361.

RDNG 465 Reading in the Middle and Secondary Grades  
Credits 3. 3 Lecture Hours.  
Reading needs of middle and secondary school students with emphasis upon curriculum organization for reading development and assessment of student progress in content area reading.
RDNG 467 Reading and the Language Arts
Credits 3. 2 Lecture Hours. 3 Lab Hours.
Recent trends, issues and research on the impact of listening, oral language, process writing, grammar, spelling and handwriting on the development of reading strategies and communicative competence. Application of research in field settings.
Prerequisites: RDNG 351 and RDNG 361; admission to teacher education. Must be taken concurrently with TEFB 410, TEFB 412 and TEFB 413.

RDNG 468 Essential Foundations of Language and Literacy for All Learners
Credits 3. 3 Lecture Hours.
Relationship among literacy, language, dialect and linguistics; role of the child, community and school through stages of literacy and second language learning; literacy instructional procedures for all learners including dyslexia.
Prerequisites: RDNG 351 or RDNG 372 or SPED 412.

RDNG 470 Reading/Language Arts Methods in Middle Grades Education
Credits 3. 2 Lecture Hours. 6 Other Hours.
Investigate current trends and issues in teaching listening, oral language, process writing, spelling, grammar and handwriting; explores relationships among the development of various language arts and the development of reading strategies and communicational competencies of middle school learners; application of best instructional practices informed by research.
Prerequisites: RDNG 490; MEFB 450.

RDNG 472 Teaching Writing in Elementary and Middle Grade Classrooms
Credits 3. 3 Lecture Hours.
Focuses on effective methods of writing instruction and assessment for the middle grades; reviews and reinforces sound writing practices; exposes students to theory and research in the area of writing instruction.
Prerequisite: Junior classification.

RDNG 490 Assessment in Reading Instruction in Middle Grades
Credits 3. 2 Lecture Hours. 6 Other Hours.
Evaluation of middle grades students reading performance; selection, understanding, and implementation of formal and informal evaluation procedures in classroom reading assessment, diagnosis, and instruction.
Prerequisites: MEFB 352; admission to teacher education; senior classification.
Corequisites: RDNG 470; MEFB 450.

RDNG 491 Research
Credits 1 to 4. 1 to 4 Other Hours.
Research conducted under the direction of faculty member in reading. May be repeated 2 times for credit.
Prerequisites: Junior or senior classification and approval of instructor.

TEED 302 Teaching/Learning Processes: Psychological Perspectives on Education
Credits 3. 2 Lecture Hours. 3 Lab Hours.
Psychological perspectives on instruction; examines learning processes, learner motivation, home and cultural influences, learning strategies; design and delivery of instruction; controversies regarding learning and instruction.
Prerequisites: Junior classification; admission to teacher education.

TEED 425 Supervised Clinical Teaching
Credits 12. 36 Other Hours.
Supervised Student Teaching. Culmination of teacher education program; integrate and apply knowledge and skills learned from program of study while observing and participating in accredited schools with university supervision. Must be taken on a satisfactory/unsatisfactory basis.
Prerequisites: Admission and retention in teacher education program; successful completion of all coursework.

TEFB 273 Introduction to Culture, Community, Society and Schools
Credits 3. 2 Lecture Hours. 3 Other Hours.
Field-based course that introduces the culture of schooling and classrooms for analysis within the lens of language, gender, racial, socio-economic, ethnic and academic diversity; the family as a partner in education and educational equality discussed.

TEFB 322 Teaching and Schooling in Modern Society
Credits 3. 2 Lecture Hours. 3 Lab Hours.
Development, structure, management and finance of secondary schools; historical, philosophical, ethical and moral dimensions of teaching; role of school in a democratic society; teaching as a profession.
Prerequisite: Junior or senior classification.

TEFB 323 Teaching Skills I
Credits 3. 2 Lecture Hours. 3 Lab Hours.
Study and development of teaching skills necessary for reflective problem solving, managing classroom learning environments, motivating students to learn, and making ethical decisions; emphasis given to models and theories of human behavior, informal and formal data collection techniques, and diversity of learners. Phase III of the secondary program.
Prerequisites: Successful completion of TEFB 322; admission to teacher education.

TEFB 324 Teaching Skills II
Credits 3. 2 Lecture Hours. 2 Lab Hours.
Study and development of teaching skills necessary for applying instructional strategies; teaching general strategies, assessing student learning, and analyzing and synthesizing multiple source data; emphasis given to adolescent development and cultures and to teacher and child cultures.
Prerequisites: Successful completion or concurrent enrollment in TEFB 322; junior or senior classification.

TEFB 371 Dynamics and Management in Multicultural/Inclusionary Learning Environments
Credits 3. 2 Lecture Hours. 4 Lab Hours.
Field-based course focusing on communication, methodology and management perspectives that lead to democratic classrooms; organizational structures that focus on transformative, inclusionary learning; interventions for students with disabilities; analysis of systemic conditions placing children from diverse backgrounds and representing diverse abilities in positions of “risk” for incomplete success in school.
Prerequisites: Junior classification; admission to teacher education; concurrent enrollment in EDCI 454.

TEFB 401 Language Arts in the Middle and Senior School
Credits 3. 2 Lecture Hours. 6 Lab Hours.
Methodology of teaching language arts-related content with specific reference to language, literature, journalism, drama and speech interactions among these areas; development of oral competence; coordination with other subjects. Phase IV, Practicum I.
Prerequisites: Completion of Phases I, II and III of the secondary program; admission to teacher education; enrollment in language arts-related teaching field.
TEFB 404 Social Studies in the Middle and Senior High School
Credits 3. 2 Lecture Hours. 6 Lab Hours.
Features of social studies instruction in grades 6-12; approaches, methods and instructional materials. Phase IV, Practicum I.
Prerequisites: Completion of Phases I, II and III of the secondary program; admission to teacher education; enrollment in history and/or social science teaching field.

TEFB 406 Science in the Middle and Secondary School
Credits 3. 2 Lecture Hours. 6 Lab Hours.
Methods course for the prospective secondary teacher in the physical and biological sciences; implementation of contemporary curricula. Phase IV, Practicum I.
Prerequisites: Completion of Phases I, II and III of the secondary program; admission to teacher education; enrollment in science-related teaching field.

TEFB 407 Mathematics in the Middle and Senior School
Credits 3. 2 Lecture Hours. 6 Lab Hours.
Design and teach selected topics from middle and secondary school mathematics. Content, materials and methodology. Phase IV, Practicum I.
Prerequisites: Completion of Phases I, II and III secondary program; admission to teacher education; enrollment in mathematics teaching field.

TEFB 410 Social Studies and the Humanities in the Elementary School
Credits 3. 2 Lecture Hours. 6 Lab Hours.
Recent trends, issues and procedures related to curriculum development and instruction in the social studies and humanities; integration of content, planning, design of appropriate teaching/learning experiences and evaluation; preparation of prototype materials.
Prerequisites: Admission to teacher education; concurrent enrollment in RDNG 467, TEFB 412 and TEFB 413.

TEFB 412 Mathematics in the Elementary School
Credits 3. 2 Lecture Hours. 6 Lab Hours.
Introduction to understanding of modern mathematics; integration of content, history and application of discovering techniques using problem solving approach; developing an understanding of four fundamental procedures—structure, measurement, sets, fractions—and communication of important mathematical concepts to elementary children.
Prerequisites: MATH 365 and MATH 366; admission to teacher education; concurrent enrollment in RDNG 467, TEFB 410 and TEFB 413.

TEFB 413 Science in the Elementary School
Credits 3. 2 Lecture Hours. 6 Lab Hours.
Designed to help elementary teachers understand basic concepts of science and scientific methods; content relates to natural phenomena involving physical, chemical and biological processes; elementary students appreciation and interest in science.
Prerequisites: TEBF 273; admission to teacher education; concurrent enrollment in RDNG 467, TEFB 410 and TEFB 412 required.

TEFB 423 Supervised Student Teaching
Credits 3. 12 Other Hours.
Observation and participation in an accredited public school classroom; techniques of teaching student’s teaching fields, and appropriate instructional strategies for assigned student population in fulfillment of endorsement requirements. May be repeated for credit. Must be taken on a satisfactory/unsatisfactory basis.
Prerequisites: Admission to teacher education program and to student teaching.

TEFB 426 Supervised Clinical Teaching
Credits 6. 24 Other Hours.
Culmination of teacher education program; integrate and apply knowledge and skills learned from program of study while observing and participating in accredited schools with university supervision. Must be taken on a satisfactory/unsatisfactory basis.
Prerequisites: Admission and retention in teacher education program; successful completion of all coursework.

TEFB 429 Supervised Clinical Teaching
Credits 9. 36 Other Hours.
Culmination of teacher education program; integrate and apply knowledge and skills learned from program of study while observing and participating in accredited schools with university supervision. Must be taken on a satisfactory/unsatisfactory basis.
Prerequisites: Admission and retention in teacher education program; successful completion of all coursework.

TEFB 484 Internship
Credits 5. 40 Other Hours.
Directed internship in a public school classroom.
Prerequisites: Senior classification; TEFB 483.

TEFB 499
Credits 15. 39 Lecture Hours.