

# CURRICULUM & INSTRUCTION (EDCI)

## EDCI 1102 Intro to Teaching Profession

This course provides an overview of the teaching profession; requirements for Texas teaching credentials; and requirements of the various TAMU programs of study leading to certification. Practical, legal, and ethical issues will be explored. Students will engage in field-based experiences.

## EDCI 1301 Intro to Teaching Profession

An enriched, integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields. The course provides students with opportunities to participate in early field observations at all levels of P-12 schools with varied and diverse student populations and provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introduction to and analysis of the culture of schooling and classrooms. Course content should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and the course must include a minimum of 16 contact hours of field experience in P-12 classrooms.

TCCN: EDUC 1301

## EDCI 2210 Foundations of Education

This course introduces students to the education profession, with emphasis on educational history, policy, public school law, and accountability requirements of contemporary public education. Ethics and dispositions; the role of technology in teaching and learning; and TAMU program requirements will also be explored. Students will engage in field-based experiences.

Prerequisites: Successful completion of EDCI 1102 and concurrent enrollment PSYC 2314 is encouraged.

## EDCI 2224 Cultural Foundations of Ed

This course is an examination of the social, philosophical, historical foundations of education in modern a democratic society. This course focuses on sociocultural and economic factors that influence teaching, learning, and school success.

Prerequisites: Successful completion of EDCI 1102.

## EDCI 2301 Intro to Special Populations

An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms. This course analyzes the perspectives of language, socioeconomic status, and other factors that facilitate learning.

Prerequisites: EDCI 1301 Introduction to the Teaching Profession.

## EDCI 3200 Survey of Content Know & Exper

This course provides an understanding of the teacher candidates' content, discipline, and related pedagogy inclusive of state standards and certification requirements. Students will engage in tasks that will assess their aptitude, skill, knowledge, and experience. Students will apply to admission for the College of Education during this course. Students will engage in a field-based experience. Students must have a minimum institutional GPA of 2.75 in order to enroll in this course.

Prerequisites: Successful completion of EDCI 1102 and EDCI 2224.

## EDCI 3210 Theory&Prac Pub Sch Teac I

This course is considered an early field-based course. It is intended for students majoring in education. The focus of the course is to introduce students to public school teaching through a service learning project. The learner-centered proficiencies and the underlying theories for effective pedagogy in PreK-12 classrooms will be covered. The Texas Essential knowledge and Skills (TEKS), technology, as well as designing age appropriate edumetric measures will be emphasized. Open to freshmen and sophomore students only, offered only during the fall semester.

## EDCI 3224 Teaching in Diverse Settings

This course focuses on sociocultural and economic factors that influence teaching, learning, and school success. Candidates engage in a field-based experience. Students will apply for admission to the College of Education during this course. Students must have a minimum institutional GPA of 2.75 in order to enroll in this course.

Prerequisites: Successful completion of EDCI 1102 and EDCI 2210.

## EDCI 3301 Assessment for Instruc Design

This course introduces contemporary evidence-based approaches to assessment-informed instructional design and teaching strategies. Emphasis is placed on developmentally appropriate practices and the differentiation of instruction to meet the needs of diverse and exceptional learners. State mandates and accountability are discussed. Instructional strategies and assessment designs that foster positive learning environments will be emphasized. Candidates engage in a field-based experience.

Prerequisites: Must be in good standing with the College of Education requirements.

## EDCI 3302 Teaching Eng Lang Learners

This course will focus on the implementation of first and second language instructional strategies to meet the needs of English language learners. Historical perspectives and legal aspects of teaching English language learners will be discussed. Local, state, and national models, trends and strategies to promote second language development in the content areas will be explored. Candidates will engage in a field-based experience.

Prerequisites: Must be in admitted and good standing with the College of Education requirements.

## EDCI 3315 Impl Eff Inst Strat Div Lnrs

This course will focus on the implementation of effective, standard-based, data-driven instruction. Emphasis will be placed on establishing collaborative and responsive learning environments, differentiation of instruction and related technological applications to meet the needs of diverse and exceptional learners, developmentally appropriate practices, and federal and state accountability mandates and required state assessments. Candidates will engage in a field-based experience. Must be taken concurrently with EDCI 4310.

Prerequisites: Must be in good standing with the College of Education requirements and successful completion of EDCI 3301 and EDCI 3302.

## EDCI 4299 Issues in Curriculum&Instruc

This course examines current topics in curriculum and instruction. May be repeated once when topic changes.

Prerequisites: Admission to the College of Education.

**EDCI 4310 Engaging Learners**

The purpose of this course is to assist teacher candidates through field-based experiences in developing the knowledge and skills necessary to effectively engage diverse and exceptional students in the learning process and promote student success. Emphasis will also be placed on establishing a productive, collaborative, and responsive learning environment, as well as on management of time, materials, resources, and student behavior. Candidates will engage in a field-based experience. Must be in good standing with the College of Education requirements and successful completion of EDCI 3301 and 3302. Must be taken concurrently with EDCI 3315.

Prerequisites: Must be in good standing with the College of Education requirements and successful completion of EDCI 3301 and EDCI 3302.

**EDCI 4366 Action Research-WIN**

Candidates in this course will engage in an applied inquiry-based research project. As a culminating experience for no-certification education majors, this course builds upon previous knowledge of educational concepts and theories and the ability to gather information, input and interpret data from various sources, and provide supportive data-driven arguments. The project will engage candidates in classroom-based or community-based academic research in order to demonstrate their knowledge regarding young children as it informs one's own practice. EDCI 4366 is designated as a "Writing Intensive" (WIN) course in which writing will play a central role in the learning process, and in which grades earned on written work will constitute a significant portion of the course grade. Admitted to and in good standing in the College of Education.

Prerequisites: EDYC 4325 and 4335.

**EDCI 4393 Student Teaching**

Candidates will model proficiency in evidence-based practices in learner-centered classrooms consistent with current state and professional standards, as it related to classroom management, assessment, instruction and technology in diverse classrooms. This course includes a full semester of supervised field-based experience in a public school classroom.

Prerequisites: Must be in good standing with the College of Education requirements, pass the certification TExES content exam, and successful completion of EDCI 3315 and EDCI 4310.

Corequisites: EDSE 4350.

**EDCI 4399 Issues in Curriculum&Instruc**

This course examines current topics in curriculum and instruction. May be repeated once when topic changes.

Prerequisites: Admission to the College of Education.

**EDCI 4693 Clinical Teaching**

Candidates will model proficiency in evidence-based practices in learner-centered classrooms consistent with current state and professional standards, as it related to classroom management, assessment, instruction and technology in diverse classrooms. This course includes a full semester of supervised field-based experience in a public school classroom. Must be taken concurrently with EDSE 4350.

Prerequisites: Must be in good standing with the College of Education requirements, pass the certification TExES content exam, and successful completion of EDCI 3315 and EDCI 4310.

**EDCI 5299 Special Issues in Curr&Inst**

Course examines timely topics of concern to educators involved in making curriculum and instruction decisions. May be repeated once when topic changes.

Prerequisites: Graduate standing and permission of instructor.

**EDCI 5300 Intro to Teaching & Learning**

This course provides an introduction to education for initial certification, including a survey of theories and principles of child and adolescent development, current research on appropriate instructional strategies developmentally appropriate practices, and the impact on diversity and exceptionality on teaching and learning. Effective strategies for meeting the needs of English Language Learners will be emphasized. Students pursuing the Master of Arts in Teaching (MAT) must be admitted to the College of Education. Prerequisites: Graduate standing.

**EDCI 5301 Methods & Mgt, EC-12**

Intended to assist pre-service teachers develop a sound understanding of EC-12 Learner-Centered Proficiencies; ethical and legal aspects of teaching; developmentally appropriate instructional practices, classroom management strategies, implications of diversity for teaching and learning, and TEKS implementation. Pre-service teachers will expand their knowledge and ability to use technology resources by incorporating various multimedia resources into their instructional activities to enrich teaching-learning experiences for students.

Prerequisites: Graduate standing and admitted to and in good standing in the College of Education.

**EDCI 5305 Adv Curriculum Issues in Edu**

An introduction to the study of contemporary issues that impact the teaching and learning environment for PK-12 students and their teachers. Students identify critical issues in contemporary education, including how student diversity affects and influences instruction, and analyze those issues from a variety of perspectives. An action research project will be designed, executed and reported.

Prerequisites: Graduate standing.

**EDCI 5313 Foundations of Curriculum**

Designed to provide an historical and conceptual foundation in the discipline of curriculum and instruction for those beginning their graduate work. It will cover the historical and philosophical beginnings of the traditional content taught in the public school systems in the U.S., from pre-kindergarten through completion of the academic core of post-secondary schooling. Examination of key components of the purpose and methods of instruction will punctuate the historical context to identify specific C&I elements in some of the following eras: ancient and pre-modern contributions; Pre-Colonial and Colonial America schooling; early foundations of instruction in the U.S.; implications of modern C&I; trends in post-modern C&I. A major element of the course will be the development of a research topic and subsequent student project focusing on the topic.

Prerequisites: Graduate standing

**EDCI 5315 Advanced Instructional Methods**

Designed to develop enhanced knowledge and practice in the use of instructional tools and methods relating to instructional theory. Beginning with a review of theoretical foundations of instruction, the course will progress through the acquisition of additional tools for formally developing instruction to the development of an individual project centering upon an integrated learning (thematic) unit. Emphasis will be placed upon technology tools that aid development and delivery of instruction. Alternative assessment design, techniques for authentic instruction, and other concepts will be incorporated into the final project. Students pursuing the Master of Arts in Teaching (MAT) must be admitted to and in good standing in the College of Education.

Prerequisites: Graduate standing.

**EDCI 5316 Social&Cultural Studies of Ed**

Engage in critical analysis of education's place in today's rapidly changing local and global society with a focus on comprehending education from historic, philosophic, social and cultural perspectives and the impact of those perspectives on current practice. Evaluate curricular and instructional perspectives and ways of viewing educational history from a theoretically informed lens. Critically examine the practices and policies used in schooling to enact decisions on curricular reforms in schooling.

Prerequisites: Graduate standing.

**EDCI 5317 Evaluation of Curr&Inst**

A thorough treatment of various standard, research-based techniques for evaluation of instruction (i.e., authentic assessments, alternative assessments, qualitative and quantitative testing methods, and non-specific measurement methods). In addition, this course explores the concepts behind assessment, identifies various assessment tools, and incorporates models of assessment appropriate for a variety of instructional settings.

Prerequisites: Graduate standing.

**EDCI 5319 Adv Theories for Learning**

A general survey of theories of learning as they apply to the modern classroom. The course is designed to acquaint the teacher with major historical and modern theories and their proponents of how children learn together, with implications for the schools in modern society.

Prerequisites: Graduate standing.

**EDCI 5321 Collegial Coaching&Mentoring**

This course addresses teacher leadership in the context of advancing the expertise and leadership of peers, thereby expanding the teacher-leader's sphere of influence beyond the walls of the classroom. Teachers explore mentoring and coaching models designed to promote the professional growth of their colleagues. They learn and apply skills for mentoring novice teachers and for engaging in coaching relationships with peers at all stages of the teacher-development cycle. Various forms of collaboration with colleagues are addressed and diversity, as well as interpersonal and communication skills, are emphasized.

Prerequisites: Graduate standing.

**EDCI 5340 Measurement & Assess in Ed**

Course examines educational assessment; issues involving reliability, validity, and bias; construction of different types of tests, performance assessments, formal and informal assessment, and portfolios for specific purposes; use of assessment data for defined purposes; and best practices in educational assessment. Students pursuing the Master of Arts in Teaching (MAT) must be admitted to and in good standing in the College of Education.

Prerequisites: Graduate standing.

**EDCI 5693 Clinical Teaching**

Candidates will model proficiency in evidence-based practices in learner-centered settings consistent with current state and professional standards, as it relates to classroom management, assessment, instruction and technology in diverse settings. This course includes a full semester of supervised field-based experience in a public school setting. This course may not be applied to a graduate degree.

Prerequisites: Admitted to and in good standing in the College of Education, passing appropriate Texas Examination of Educator Standards (TExES) content exam score, and approval by the clinical teaching or Master of Arts in Teaching (MAT) program coordinator.