EDCI 3301
Theory and Practice for Public School Teaching
Three semester hours.
This is a study of basic theories and principles of pedagogy with an emphasis on developmentally appropriate practices and instructional materials and strategies based on current research and the Learner-Centered Proficiencies. Lesson planning and a variety of authentic assessment techniques in specific content areas as specified by TEKS for children PK-12 will also be emphasized. Technology applications such as Angel, PowerPoint, word processing, scanning, and hyper-linking will be used to help students develop an e-portfolio and complete other assigned tasks. Students will participate in 40 contact hours of field-based activities that enable students to link theory to practices through a variety of projects in age and developmentally-appropriate school settings. A grade of "C" or better must be earned to successfully complete the course. Prerequisite: Admission to the College of Education, 2.7 overall grade point average, and consent of department chair. Corequisite: EDCI 3302, EDBE 3322 or EDRD 3302.

EDCI 3301
Assessment for Instructional Design
Three semester hours (FL/SP)
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 variety of field-based experiences. Prerequisites: Must be in good standing with the College of Education requirements and successful completion of EDCI 1102, 2210, 3224, PSYC 2314. Corequisite with EDCI 3302.
Student Learning Outcomes:

1. The candidate designs instruction and assessments appropriate for all students that reflect an understanding of relevant content, legal, and ethical requirements; and is based on continuous and appropriate data.
2. The candidate promotes student learning by providing responsive instruction that makes use of Texas Essential Knowledge and Skills (TEKS), effective communication techniques, instructional strategies, and technology that actively engages students in the learning process, with timely, high quality feedback.
3. The candidate designs effective strategies for communicating with relevant school personnel, students, and families.

Justification: Based on data, including from the Texas Education Agency (TEA) and program reviews, in order to better prepare the students we developed a professional education core for all education majors. By aligning the PPR Standards, Domains, and Competencies with the courses, we can ensure that the PPR standards are being addressed.

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Approvals:

Chair
Department Curriculum Committee

Chair
Department

Chair
College Curriculum Committee

Dean
03/01/10

Signature Date

[Signatures and dates]